

# NATIONAL BULLETIN

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Planche finale. L'application de la couleur est terminée.



©Danièle Archambault, 2011. Planche 1 (de 3). Le Renard, le Loup et les Raisins (Fables des temps modernes)

## LA BANDE DESSINÉE : UN OUTIL PRIVILÉGIÉ POUR L'APPRENTISSAGE DE LA LANGUE ET DE LA CULTURE FRANÇAISE

Auteure, chercheuse et éducatrice, linguiste de formation, je m'intéresse depuis quelques années déjà à la bande dessinée comme véhicule des paysages linguistiques et culturels de la société. En effet, ce moyen d'expression littéraire et

artistique, par l'utilisation complémentaire des aspects narratif et visuel, permet une représentation privilégiée des caractéristiques culturelles d'un milieu, tant dans ses aspects matériels (architecture, art, artisanat, etc.) que dans ses

aspects immatériels (modes de pensée et de vie, coutumes, traditions, dialectes, etc.). J'ai ainsi découvert dans la publication d'albums semi-autobiographiques un moyen captivant de témoigner de la langue et de la culture québécoise. Ainsi, la série de BD *Histoires d'escaliers* met en scène deux jeunes enfants francophones, Doudou et Danny, dans le Montréal de la fin des années 1950. Les trois albums, tout en couleurs, regroupent une collection d'histoires humoristiques, parfois nostalgiques; avec en filigrane, une foule d'informations sur la langue et la culture québécoise de cette époque. Une langue colorée aux sonorités bien québécoises dans un décor, lui, bien montréalais. Les albums sont bilingues, anglais-français, dans une présentation recto-verso, et comprennent un glossaire français québécois-français européen-anglais.

Je partage cet intérêt pour la bande dessinée lors de conférences et d'animation d'ateliers dans divers établissements d'enseignement, de l'école primaire aux institutions universitaires. Cette complémentarité du visuel et de l'écrit fait de la bande dessinée un support pédagogique de choix pour les professeurs de langue seconde. Elle devient aussi objet d'étude et l'apprentissage des techniques qui

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lui sont propres, peut facilement être solidifié en permettant aux élèves de créer leur propre bande dessinée. Au début 2013, j'ai eu le plaisir de mettre sur pied, conjointement avec un professeur de français d'un lycée californien, Mme Anne Dumontier, un projet pédagogique pour une classe de français. Une cinquantaine d'élèves de 14 et 15 ans ont été initiés à cette forme d'expression littéraire et artistique qu'est la bande dessinée. Ils en ont appris les genres, les codes, les principales composantes. Après un apprentissage des techniques de création, les élèves ont produit eux-mêmes une page de bande dessinée et leur travail a été réuni sous forme d'un album numérique.

Dans cet article, après avoir brossé un tableau rapide des multiples aspects de la bande dessinée dans le monde francophone, je donnerai un aperçu de ses principales composantes ainsi que des techniques créatrices qui la caractérise. Je décrirai ensuite brièvement le projet pédagogique développé à *Gunn High School*. Je terminerai en proposant quelques ressources qui sauront être utiles aux enseignants intéressés par la bande dessinée dans un but didactique.

### 1. Les multiples visages de la bande dessinée

La bande dessinée, que l'on appelle aussi BD ou encore bédé, est un mode d'expression littéraire et artistique reconnu, dans lequel une succession d'images, généralement avec textes, raconte une histoire. Considérée à ses débuts comme un art mineur, elle est maintenant acceptée, particulièrement en Europe, comme un art à part entière, le neuvième art. Musées, festivals, centres de recherche

et programmes universitaires dédiés à la bande dessinée confirment de nos jours le statut important de la bande dessinée dans le patrimoine culturel francophone. Et même si les jeunes de 11 à 14 ans constituent le plus large segment de lecteurs de bande dessinée, les adultes en sont aussi bons consommateurs et tout un secteur du marché de la bande dessinée leur est dédié. La place que prend la bande dessinée dans le monde francophone de la publication ne cesse de s'agrandir. Ainsi, 37 millions de BD ont été vendues en France en 2012. L'univers de la bande dessinée a connu dans les dernières décennies un essor remarquable et il s'est enrichi d'une grande variété de styles, de genres et de formats.

On utilise généralement le terme de bande dessinée franco-belge (le terme faisant référence à son origine géographique) pour décrire la bande dessinée traditionnelle, caractéristique des pays francophones. Les sujets traités s'adressent parfois à un public jeunesse, parfois à un public adulte et les styles et les formats peuvent varier. L'utilisation du terme roman graphique, traduction littérale du *graphic novel* anglais, commence à se répandre dans le domaine de la bande dessinée francophone. L'expression est généralement utilisée pour décrire une bande dessinée assez longue (plus de 80 pages), souvent sérieuse et qui s'adresse à un public adulte.

Les *comics*, terme anglais qui a fait son apparition dans le dictionnaire *Le Petit Robert* en 2015, mettent surtout en scène des superhéros (terme aussi intégré dans ce dictionnaire la même année), tels Superman et Wonderwoman, aux pouvoirs surhumains. (continué à la page 35)

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Editor: Jane Black Goepper, Cincinnati, Ohio

Reading Committee: Therese C. Clarke, Dept. of Modern and Classical Languages, Buffalo State University, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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Please note: Because of convention dates and other deadlines, unlike commercial magazines, the issues of the *National Bulletin* are mailed during the given month of publication and should reach most readers by the end of that month.

# MESSAGE DE LA PRÉSIDENTE

Les mots ne peuvent exprimer le chagrin immense des Français, des Nord-Américains et de notre planète devant l'attaque de la ville des Lumières. «Pour qui, comment, quand et pourquoi? Contre qui? Comment? Contre quoi?» nous interrogeons-nous encore et toujours, en reprenant les paroles écrites et chantées par la grande chanteuse Barbara en 1972 («Perlimpinpin»). Rares sont les peuples et les pays épargnés par les tragédies: les attentats, les violences terroristes ainsi que les tueries de masse minent notre monde. Pour nous qui enseignons la langue française et les cultures francophones en Amérique du Nord, plus que jamais nous sommes tous parisiens. La douleur nous unit et les messages de sympathie de nos familles, de nos amis, de nos voisins, de nos collègues nous touchent, parce qu'eux aussi se sentent parisiens et notre humanité est touchée. Nous tous pleurons les morts et blessés, partageons la peine des familles, et pleurons pour Paris.

Le 13 novembre restera toujours gravé par la douleur dans nos coeurs, comme le fut le 11 septembre désormais indélébile dans nos consciences et notre souvenir. Nous n'oublions pas nos frères et soeurs

les attentats. Nohemi était en France pour un semestre, pour étudier au *Strate College of Design* à Sèvres. Son rêve était d'étudier à Paris. Sèvres est l'un des plus prestigieux lieux de production de porcelaine du monde avec la Manufacture nationale de Sèvres, fondée en 1756. La couleur Bleu de Sèvres est inégalée et l'on peut imaginer que ce bleu unique se reflète un peu dans la Seine à ses pieds. L'on aperçoit de Sèvres, flanquée sur les coteaux de la Seine face à Boulogne-Billancourt, les péniches qui coulent lentement vers la Normandie, la tour Eiffel qui s'impose sur notre droite. Et l'on y devine Paris grouiller non loin. Nohemi voulait vivre cette expérience de beauté et d'excellence et aussi embrasser ces perspectives. Son parcours me touche. Je l'honore parce qu'à elle seule cette belle jeune femme est le visage de tous nos élèves et étudiants et notre raison d'être.

Aujourd'hui encore, ce sont ces mêmes images, ce rêve de découverte, cette détermination d'ouverture au monde et à l'autre, cette même passion, et surtout ces mêmes valeurs de solidarité, d'esprit critique, et de liberté que nous nous devons de continuer d'instiller en nos étudiants. Qu'ils rêvent, comme



Quand on n'a que l'amour  
Pour parler aux canons  
Et rien qu'une chanson  
Pour convaincre un tambour  
Alors sans avoir rien  
Que la force d'aimer  
Nous aurons dans nos mains  
Amis, le monde entier.

«Quand on n'a que l'amour» fait renaître notre espoir. Faites-la découvrir à vos élèves!

Je commence mon «voyage présidentiel» (le mot semble un peu exagéré, prenez-le avec humour) à vos côtés en ce début de 2016. Je vous remercie chaleureusement de m'avoir accordé

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libanais, Beyrouth ayant été touché par des attentats-suicide un jour avant Paris. Quels que soient vos inclinations politiques, je vous encourage à lire le discours du Président François Hollande, prononcé lors de l'hommage national aux victimes de l'attentat célébré aux Invalides le 27 novembre. Le Président des Français y honore ceux venus de toute la France et de dix-sept pays différents dont la vie fut injustement fauchée ce soir-là, en partageant la peine des familles. Mais il met également l'accent sur la ville de lumière et de vie que représente Paris et les valeurs de tolérance, de fraternité, d'égalité, de liberté, d'espérance et d'humanité qui font la France.

Ce sont ces mêmes valeurs, le désir d'enrichissement culturel, la passion pour la vie, et le design français qui conduisirent à Paris Nohemi Gonzalez, la jeune étudiante américaine de *California State University-Long Beach* tuée dans

Nohemi, d'explorer la francophonie et de partir pour Paris ou Grenoble, Chicoutimi ou Montréal, Fort de France ou Pointe-à-Pitre, Tanger ou Marrakech, Dakar ou Douala, Bruxelles ou Genève ou tant d'autres belles villes.

Deux chansons ont été chantées durant l'hommage national aux Invalides, la chanson de Barbara intitulée «Perlimpinpin», ainsi que «Quand on n'a que l'amour», que le grand chanteur belge Jacques Brel avait enregistré en 1957 pour son deuxième album au Théâtre de l'Apollo à Paris, non loin du Bataclan dans le 11<sup>e</sup> arrondissement. Reprise par Dalida, Céline Dion, Lara Fabian, Patricia Kaas, Latifa et pour la triste occasion par Nolwenn Leroy, cette chanson traverse les époques et les générations. Elle reconnaît notre tristesse en nous encourageant à travailler à rendre meilleur notre monde. Elle nous intime l'espoir et la foi en l'humanité:

vos confiances. J'espère en être digne. Je suis reconnaissante également de vous représenter. C'est un grand honneur de pouvoir conduire l'AATF et mener notre organisation vers les horizons qu'ensemble nous avons identifiés dans nos réunions de stratégie, avec des priorités que nous toutes et tous définirons. Je reviendrai plus tard cette année sur les défis qui sont les nôtres et les directions que nous voulons prendre. Mais pour l'instant, permettez-moi d'insister sur l'un des piliers qui font notre force: notre passé de travail assidu et acharné et la confiance passée par nos prédécesseurs, enseignants passionnés et leaders de l'AATF.

Aujourd'hui par ma présence à vos côtés en tant qu'enseignante, je rends hommage à deux de mes professeurs à *Michigan State University*, qui tous deux m'ont donné des ailes et l'amour de notre profession: Georges Joyaux, ancien président de l'AATF, et Frieda Brown,

dont la bonté, la confiance en moi, et l'esprit critique ont changé ma vie. Sans eux je ne serais jamais devenue professeur. Par ma présence à vos côtés en tant que nouvelle présidente de l'AATF, j'honore aussi la grande amitié et le travail remarquable de tous les collègues du Conseil Exécutif avec qui j'ai travaillé jusqu'à présent, mais également à Jayne Abrate, notre Secrétaire Générale, ainsi qu'Ann Sunderland et Sister Mary Helen Kashuba, nos Présidentes précédentes dont les compétences, l'humour, la détermination et la force d'esprit me servent d'inspiration chaque jour. J'espère qu'aujourd'hui, en lisant ces mots, vous prendrez le temps de penser à celles et à ceux qui ont fait une différence, qui ont compté dans vos carrières et dans vos vies professionnelles, parce qu'elles et eux aussi sont les piliers de notre profession et de l'AATF.

Ensemble, célébrons une nouvelle année pleine de possibilités. Le semestre va vite passer, commençons à penser à nos projets d'été! Je vous encourage vivement de nous rejoindre à Austin, au Texas, pour le Congrès annuel de l'AATF du 3 au 6 juillet! J'espère vous y voir nombreuses et nombreux.



Catherine Daniélou  
Présidente  
University of Alabama, Birmingham  
[danielou@uab.edu]

#### Liens cités

[[www.slate.fr/story/110717/hommage-national-texte-discours-francois-hollande](http://www.slate.fr/story/110717/hommage-national-texte-discours-francois-hollande)]  
[<https://memoirechante.wordpress.com/2011/02/27/jacques-brel-quand-on-a-que-lamour>]

## QUEBEC SCHOLARSHIPS

Le ministère des Relations internationales et de la Francophonie (MRIF) du Québec, l'Association internationale des études québécoises (AIÉQ) et l'*American Council for Québec Studies* (ACQS) sont fiers d'annoncer le lancement de trois bourses de recherche sur le Québec pour les étudiants de 2<sup>e</sup> et 3<sup>e</sup> cycle universitaires des États-Unis (volet compétitif). La date limite est le **5 février 2016**. [[www.international.gouv.qc.ca/fr/atlanta/programme-bourses-quebec-etats-unis](http://www.international.gouv.qc.ca/fr/atlanta/programme-bourses-quebec-etats-unis)].

Vous trouverez les informations du Programme Qc-É-U de bourses universitaires (modalités, exigences) à l'adresse: [[www.mrif.gouv.qc.ca/fr/programmes-et-projets/programmes/programmes-bourses-etats-unis](http://www.mrif.gouv.qc.ca/fr/programmes-et-projets/programmes/programmes-bourses-etats-unis)].

## AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Applicants should use the on-line application form at [[www.frenchteachers.org/hq/forms/smallgrant/](http://www.frenchteachers.org/hq/forms/smallgrant/)]. Application requirements remain the same as in previous years: (1) name of applicant and chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable (This must be attested to by the Chapter Secretary-Treasurer). Every year some interesting requests remain unfunded because of lack of financial support at the chapter level; it is important to begin the application process as soon as you read this by alerting your chapter officers to your upcoming request.

Applicants should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear a relationship to the purposes of the Association, namely furthering the study of French in the U.S., and be of potential benefit to other AATF members or to his/her students. Under no circumstances will awards be made to carry out strictly personal research or to travel abroad for the sake of general enlightenment.

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2016 are encouraged.

## MEMBERSHIP DRIVE

The AATF is launching a membership campaign! See page 39 for information concerning the 2-for-1 offer for a year's free membership.

## AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **March 15, 2016**.

For complete instructions, go to the AATF Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)].

## What's New in the French Review?

Vol. 89, No. 3 (March 2016)

- "Bilan cinématographique 2014-2015: Combattant(e)s en tout genre" (Beschea-Fache, Bissière, Brunet)
- "Dossier pédagogique: Hipocrate" (Lilti)
- "iPad Apps to Develop French Speaking Skills" (Work)
- "Expanding the Comparisons Goal Area in the French Curriculum: Language Variation in Canada and France" (Douglass, Williams)
- "On a la liberté de parler comme on veut: Acadian Discourses of Francophone Authenticity" (Keating Marshall)
- "Le Chambon-sur-Lignon: 1979-2015" (Henry)
- "The Scotsman's Fearsome Sword: Political Subtexts in a Fifteenth-Century *Nouvelle*" (Fein)
- "A New Genealogy of French Science Fiction: *Le Merveilleux Scientifique* in Third Republic Literature" (Mitchell)
- "Saint-John Perse: 'mauvaise conscience de son temps'" (Kocay)
- "Agency in Exile: Spectatorship, Television, and Mediation in Kossi Efovi's Play *Récupérations*" (Nony)
- "Peut-on être *Justes* en ayant *Les mains sales*? De l'entente à la rupture entre Sartre et Camus" (Van de Wiele)
- "Room to Grow: The Convent in Graffigny, Riccoboni, and Gouges" (Sullivan)
- "La solitude de l'écrivain homosexuel: entretien avec Abdellah Taïa" (Schroth)

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'aimerais vous souhaiter un heureux et prospère 2016. Si vous n'avez pas encore renouvelé votre adhésion à l'AATF pour 2016, je vous encourage à le faire aussi rapidement que possible. Si vous voulez participer au Grand Concours, à la Société Honoraire de Français (page 26), à la nouvelle société des Jeunes Amis du Français destinée aux niveaux primaire et collègue (page 14) ou enfin au congrès d'Austin (page 27), il est important de vous occuper de votre cotisation à l'avance. Plus les membres renouvellent tôt, plus nous économisons des frais de poste, et vous n'encourez pas le risque de manquer des annonces pertinentes. Nous vous remercions de votre fidélité.

## POURQUOI DEVENIR MEMBRE DE L'AATF?

Les avantages de l'adhésion à une association professionnelle varient d'une personne à l'autre. Il suffit de parler aux membres qui assistent à un congrès de l'AATF et deviennent par la suite des habitués, aux professeurs qui inscrivent régulièrement leurs élèves au Grand Concours et à la Société Honoraire de Français et qui créent une tradition d'excellence dans leur école ou aux professeurs d'université qui soumettent un article ou un compte-rendu à la *French Review* et qui se retrouvent plus tard comme évaluateur ou même rédacteur de la revue. Il est étonnant de voir dans la liste des boursiers, des récipiendaires des *Small Grants*, des lauréats de nos différents prix, ceux qui profitent de cette expérience pour servir l'association comme responsable au niveau du chapitre ou au niveau national. Une association comme la nôtre ne peut pas fonctionner sans l'appui de tous.

## RECRUTEMENT

La force de l'AATF vient de nos effectifs. Il est important que tous les professeurs de français, quel que soit le niveau, soient membres de l'AATF. De cette façon, nous pouvons mieux cerner la situation de l'enseignement du français, mieux défendre les programmes en difficulté et encore plus significatif, éviter les crises par les efforts de promotion soutenus. Ceux qui s'intéressent à ce que le français reste parmi les langues offertes dans les écoles et universités américaines devraient se joindre à nous afin de soutenir nos efforts pour sauvegarder des programmes menacés de disparition. Il faut rester vigilants. Il faut promouvoir l'importance du français en dehors de

nos murs, il faut engager de nouveaux publics et il faut mettre en évidence les accomplissements des élèves (pages 22, 34). Il est plus difficile de suggérer la coupure d'un programme qui brille par des activités, des prix, des projets innovateurs ou des échanges. La meilleure défense pour un programme est une offensive planifiée et soutenue pour mettre en évidence la valeur de l'enseignement du français et la qualité du programme. Pensez à soumettre votre candidature pour l'*Exemplary Program Award* (page 4 ou 31). Ne restez pas dans un coin en espérant que tout ira bien.

Aidez-nous à contacter tous les professeurs de français à tous les niveaux. Envoyez-nous les noms de membres potentiels. Vous pouvez nous les envoyer directement à [recruit@frenchteachers.org].

## ADVOCACY

Si vous vous sentez nerveux quant au soutien de vos administrateurs, familiarisez-vous avec les documents suivants sur notre site Web à [www.frenchteachers.org]:

- **Advocacy First-Responder Kit:** il existe une abondance de ressources, de statistiques, de conseils et d'appuis pour venir en aide aux programmes en danger;
- **Advocacy Depot:** vous y trouverez des liens utiles vers des ressources pour la défense du français, des sites consacrés à plusieurs états avec des données historiques et économiques ainsi que des stratégies d'utilisation;
- **Advocacy Wiki:** vous y découvrirez des échantillons de documents, des lettres-types, des articles sur la difficulté relative de différentes langues étrangères, des données culturelles et économiques sur l'importance du français; des témoignages d'anciens élèves; des stratégies qui marchent;
- **Archives du National Bulletin:** il y a des articles sur la promotion du français, des activités grandes et petites pour mettre en valeur le travail des élèves et des idées pour la célébration de la Semaine du Français mais qui pourraient servir tout le long de l'année;
- **Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS):**

L'AATF est membre fondateur de cette fédération qui regroupe plus de 100 associations et entreprises consacrées à l'enseignement et à l'industrie des langues. Le site [www.languagepolicy.org]

affichent des conseils pour monter des campagnes de défense, pour convaincre des décideurs et pour contacter les élus.

Notre Commission pour la Défense du français est prête à venir au secours des programmes directement menacés. N'hésitez pas à faire appel à nous.

## NOUVEAUX MOYENS DE COMMUNICATION

Nous faisons appel tous les jours aux nouveaux moyens de communication pour aider les professeurs de français. En plus du site Web où vous trouverez maintes ressources promotionnelles et pédagogiques, vous pouvez régler votre cotisation, passer des commandes pour la Société Honoraire de Français, obtenir des documents publiés par l'AATF, vous inscrire au congrès et nommer un/e élève pour un *Outstanding Senior in French Award* ou pour l'*Excellence in French Award* par le biais de notre magasin en ligne [https://store.frenchteachers.org].

L'AATF a une présence Facebook et Twitter [AATFrench]. Vous pouvez poser des questions aux collègues, afficher des annonces des activités de vos élèves, voir des offres d'emploi, et vous trouverez des liens vers d'autres ressources. La Société Honoraire de Français a sa propre page Facebook [SHF.AATF]. Le Grand Concours a aussi une page Facebook [National-French-Contest], ainsi que plusieurs de nos chapitres.

La Commission sur la Technologie produit un blog [http://aatftech.blogspot.com] où l'on propose des astuces pour l'emploi des nouvelles technologies dans la salle de classe. Nous continuons à afficher sur la chaîne YouTube des clips vidéos [www.youtube.com/user/aatfrench]. Voir l'article à la page 23 pour un recensement de ressources clé.

## CONGRÈS RÉGIONAUX

Si vous assistez au congrès régionaux de NECTFL, de SCOLT ou au *Central States Conference*, visitez le stand de l'AATF dans le salon des expositions, et pensez à participer aux sessions et ateliers organisés par l'AATF. N'oubliez surtout pas le congrès de l'AATF du 3 au 6 juillet à Austin, TX (voir page 27). Profitez d'un congrès entièrement dévoué au français et amenez votre famille pour visiter cette belle ville texane.

Jayne Abrate  
Executive Director  
[abrate@frenchteachers.org]

THE WHITE HOUSE

WASHINGTON

November 2, 2015

It is my pleasure to join in marking National French Week.

America and the French-speaking world have been shaped and strengthened by our shared values and beliefs for over two centuries. Under the red, white, and blue, and the blue, white, and red, the United States and France have stood together, unwavering in our commitment to the ideals that bind us—rising time and again in support of one another and in dedication to liberty and equality for people around the world.

Today, from Paris to Dakar to Montreal, and everywhere in between, French is essential to international diplomacy and integral to literature and the arts. By coming together around efforts to expand the teaching and speaking of French, you are helping add to that storied legacy.

You have my best wishes for an outstanding week.

A handwritten signature in black ink, appearing to be "Barack Obama", written in a cursive style. The signature is centered on the page.

**Note:** This letter from President Obama was received on the first day of National French Week when there was little time to distribute it. We e-mailed it to all AATF members, but since the message is timeless, we wanted to make sure that everyone saw it and has it to use in promoting the study of French.

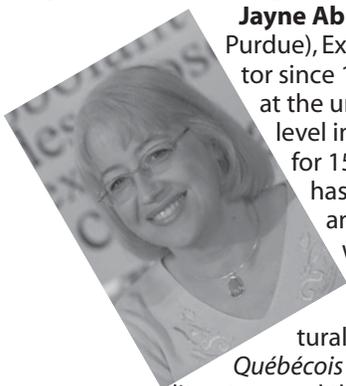
# AATF 2016 EXECUTIVE COUNCIL



President **Catherine Daniélou** (Ph.D. Michigan State) is Associate Professor and Associate Dean at the University of Alabama at Birmingham. She specializes in 17<sup>th</sup>-century French literature and also likes to teach advanced grammar, French history, and contemporary French culture. She has been active with state language teaching organizations and enjoys working with K-12 teachers in immersion workshop settings. E-mail: [catherinedanielou@frenchteachers.org]



Past-President **Mary Helen Kashuba, SSJ**, (D.M.L. Middlebury) is Professor of French and Russian at Chestnut Hill College (PA). She served as AATF Vice-President and Regional Representative and has been local French Contest Administrator since 1978. She was also a member of the Board of Directors of ACTFL, Northeast Conference, and PSMLA. She received the Lindback, Ludwig, and PSMLA Awards for excellent teaching and has published several articles and presents frequently at conferences. She is an *Officier dans l'Ordre des Palmes académiques*. E-mail: [kashubam@chc.edu]



**Jayne Abrate** (Ph.D. Purdue), Executive Director since 1997, taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, *Québécois* culture and literature, and the use of technology in the French classroom. She is an *Officier dans l'Ordre des Palmes académiques*, a *Chevalier dans l'Ordre des*

*Arts et des Lettres*, and the 2006 recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. E-mail: [abrater@frenchteachers.org]

Vice-President

**Madeline Turan**

(M.A. Long Island University) is Adjunct Lecturer at SUNY Stony Brook. She taught in the Sachem Schools (NY). She has served as a board member and on numerous committees, including advocacy, for the New York State Association of Foreign Language Teachers. She is a frequent presenter on the use of song in the classroom. E-mail: [madeline.turan@gmail.com]

Vice-President

**Rita Davis** was born in Clermont-Ferrand, France. She has taught Middle and Upper School French for 30 years at the Agnes Irwin School (PA) and is currently coordinator of the French program. She serves as a consultant to the College Board and has presented numerous workshops. She has served as an AP Exam Reader and Table Leader. Rita also served as Co-President of the Philadelphia AATF Chapter. E-mail: [rdavis@agnesirwin.org]

Passionate about teaching French to people of all ages, new Vice-President **Karen Campbell Kuebler** currently consults for elementary French language instruction programs, serves as a Dance Integra-



tion Specialist in an elementary school, and is a faculty member at Towson University (MD). Karen presents her research and experiences at local, regional, national, and international conferences. E-mail: [kkcdanser@verizon.net]

The Editor in Chief of the

*French Review* **Edward**

**Ousselin** (Ph.D. Ohio State University) taught French at the *Institut de Touraine*. He now teaches French film and culture at Western Washington University. A frequent contributor to the *French Review*, he served as Review Editor for Creative Works. He is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [edward.ousselin@www.edu]

The Managing Editor of the

*French Review* **Nathalie**

**Degrout** (Ph.D. University at Albany), a French native, is Associate Professor of French at Siena College (NY) where she teaches courses in language, film, literature, and culture. She specializes in contemporary French Cinema and is a regular presenter on the use of film in the classroom. Nathalie served as Review Editor for Creative Works for the *French Review*. E-mail: [nathalie.degrout@siena.edu]

**Jane Black Goepper**, Editor

of the *National Bulletin*, taught French at the high school and university levels. She has taught literature, civilization, methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and cooperating teacher for student teachers. She is an *Officier dans l'Ordre des Palmes académiques*. E-mail: [jbg@fuse.net]





**Lisa Narug**, Director of the National French Contest, has been involved with *Le Grand Concours* since 1991 when she “temporarily” filled in as National Awards Chair. She was National Chair for Computer Operations and Assistant Director. She has a degree from the University of Illinois and worked at AATF National Headquarters for 6 years. She worked at various nonprofit associations before returning as Director. E-mail: [legrandconcours@sbcglobal.net]

Region I (New England) Representative **Margarita Dempsey** currently teaches French and Spanish at Smithfield High School (RI) and is Adjunct instructor at Bryant College. She has served on the board of the Rhode Island Foreign Language Association and the Rhode Island AATF Chapter. In 2013, she was Northeast Conference Teacher of the Year (TOY), one of five ACTFL TOY finalists. E-mail: [mbdempsey11@gmail.com]



Region II (New York & New Jersey) Representative **Abbe Guillet** is French teacher at Baldwinsville (NY) Schools. She has served previously as a chapter officer and regional representative. She has studied in France and Senegal, and is a AP reader and Test Development Committee member. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [anguillet@yahoo.fr]



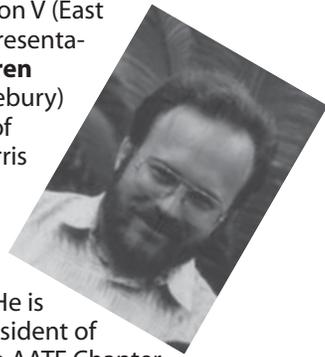
Region III (Mid-Atlantic) Representative **Christine Gaudry** (Ph.D. UNC at Chapel Hill), a French native, is Associate Professor of French and Chair of Foreign Languages at Millersville University (PA). She served as Chapter President and has been active in the AATF, ACTFL, Northeast Conference, PSMLA, and several other organizations. She is currently working on a book on Georges Simenon. E-mail: [Christine.Gaudry@millersville.edu]



Newly-elected Region IV Representative **Deanna Scheffer** teaches at St. Augustine High School (FL) and has served the AATF as National French Contest Administrator and three terms as Chapter President. She was also AATF Outstanding Chapter Officer. She serves as a Table Leader for the AP French Language and Culture Exam and is an AP Consultant and Consultant Mentor. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [deannascheffer@gmail.com].



Region V (East Central) Representative **Dan Noren** (DML, Middlebury) is Professor of French at Ferris State University (MI) where he has taught since 1985. He is currently President of the Michigan AATF Chapter and was elected Vice-President of the Michigan World Language Association (MWLA). His specialty is *la Francophonie*, and he has conducted numerous study programs to France and Martinique. E-mail: [daniel.noren@ferris.edu]



Region VI (West Central) Representative **Eileen Walvoord** (M.A. Montclair State University, NJ) is a member of the Chicago/Northern Illinois AATF Chapter and served two consecutive terms as both program chair and president. She is currently the chair of the chapter's Advocacy Committee and serves as immediate past-president. Eileen is a member of the committee that created the French Advocacy Wiki. She taught at Niles North & Niles West High Schools in Skokie, IL. E-mail: [eileen.walvoord@gmail.com]



Region VII (South Central) Representative **Marie-Luce Schein** (Ph.D., University of North Texas) is Instructor of French at Texas Christian University. She has been President of the North Texas AATF Chapter and Co-Chair of the AATF Commission on Cultural Competence. Her interests include French and Francophone cultures and literatures, Technology, and Service-Learning. E-mail: [m.schein@tcu.edu]



Region VIII (Southwest) Representative **Ryan Rocque** has worked for 11 years as a French teacher at Lakeridge Jr. High School (UT). He has served on the community council, served as President of the Utah AATF Chapter, and has worked with teachers across the state and nation. E-mail: [rrocque@alpinesdistrict.org]



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New Region IX (Northwest) Representative  
**Catherine Ousselin**  
 obtained her B.A. and M.A. in French Language and Literature from the University of Kansas. She currently teaches French II-AP in at Mount Vernon High School (WA).

Catherine is Chair of the AATF Commission on Technology, the AATF Social Media Manager, and a technology intergration specialist for World Languages. She is also an active member of ACTFL, NNELL, IALLT, and ASCD. E-mail: [catherineku72@gmail.com].

## AATF EXCELLENCE IN FRENCH AWARD

The AATF has established a new award to recognize French students at all levels. This will allow teachers to reward students in each year of French study or multiple students in a given class. It will also allow teachers at the elementary or middle school levels or in community colleges to recognize their students. The AATF Outstanding Senior in French Award (see Web site or November issue) is still available for one exceptional senior student each year at the high school or university level. Nominations must be made by a current AATF member.

To qualify for the award, a student must:

- have demonstrated excellence in the study of French;
- be currently enrolled in French;
- have demonstrated commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, or French Club, Pi Delta Phi, tutoring;
- be a non-native speaker of French;
- be nominated by an AATF member.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; and a congratulatory letter will be sent to the principal or dean. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an *Armes de Paris* medal.

There is no deadline for this award. The nomination form is posted on the AATF Web site. Nominations can also be made through the On-line Store. Address questions to [sra@frenchteachers.org].

## 2016 ISE “LANGUAGE MATTERS” AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Austin, Texas in July 2016. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣ (OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣ (KY) in 2008, Beth Pierce ♣ (MS) in 2009, Megan Iranpour ♣ (KY) in 2010, Dawn Young (NC) in 2011, Kadidia Doumbia (GA) in 2012, Sarah Sexton (CO-WY) in 2013, Tripp DiNicola ♣ (VA) in 2014, and Abbe Guillet (NY) in 2015.

Tanya Gajewski, former Director of Education at ISE, said: “ISE is committed to recognizing outstanding educators who inspire their students to speak French inside and outside the classroom. ISE is honored to provide this recognition in support of the creative and dedicated French language high school teachers who have made it their life’s work to provide the most meaningful and effective language immersion experiences for their students. This award is a reflection of our commitment to nonprofit educational travel organization ‘where language matters.’”

**AWARD:** The ISE Language Matters award will consist of a framed award certificate accompanied by a cash award funded by ISE.

**ELIGIBILITY CRITERIA:** The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

**DOSSIER:** The following items, which should not be bound or stapled, constitute the nominee’s dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee’s CV (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail address of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to

promote and improve students’ speaking abilities in French, students’ achievements, and student exchange/travel experiences, as well as other immersion experiences outside the classroom.

**Deadlines:** The nominee’s dossier must be received by **February 1, 2016**. It should be sent electronically in .pdf or Word format to [abrate@frenchteachers.org]. The recipient of the award will be notified by April 1, 2016. The award will be presented during the AATF Convention in Austin, TX, July 3-6, 2016. Questions about this award should be directed to [abrate@frenchteachers.org]. For more information in ISE visit [www.ise.mn.net].



## NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region III (Mid-Atlantic—Pennsylvania, Delaware, Maryland, Virginia, Northern Virginia, Region V (East Central—Indiana, Michigan, Ohio, West Virginia, Kentucky, Tennessee), and Region VII (South Central—Texas, Oklahoma, Kansas, Nebraska, Arkansas, Louisiana) for a three-year term, 2017-2019. Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

Nominations may come from members or from chapters, including those outside the nominee’s own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. There are incumbents in Regions V and VII.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Eileen Walvoord [eileenwalvoord@gmail.com] by **March 1, 2016**.

The committee will contact nominees to submit their curriculum vitae and a personal statement.

# AATF 2016 COMMISSIONS



**Commission on Advocacy  
Kathy Stein-Smith,  
Chair [2017]**

Fairleigh-Dickinson  
University  
1000 River Road  
Teaneck, NJ  
07666  
E-mail:  
[kathystein-smith@aol.com]

**Commission on Cul-  
tural Competence  
Michèle Bissière,  
Co-Chair [2015]**

UNC Charlotte  
Languages and  
Culture Studies  
9201 Uni-  
versity City  
Boulevard  
Charlotte, NC 28223  
E-mail: [mhbissie@uncc.edu]



**Commission on  
High Schools  
Anne Jensen  
✿, Chair [2017]**

Henry M. Gunn  
High School  
780 Arastradero Road  
Palo Alto, CA 94306  
E-mail: [annejensen@att.net]



**Commission on At-Risk  
High Needs, Mi-  
nority, and  
Immigrant  
Populations  
Margarita  
Levasseur,  
Chair [2017]**

Bloom Township  
School District  
100 W 10th St, Chi-  
cago Heights, IL 60411  
E-mail: [margarita.levasseur@gmail.com]



**Marie  
Schein, Co-  
Chair [2015]**

Texas Chris-  
tian University  
2800 South Uni-  
versity Drive  
Fort Worth, TX  
76129  
E-mail: [m.schein@tcu.edu]

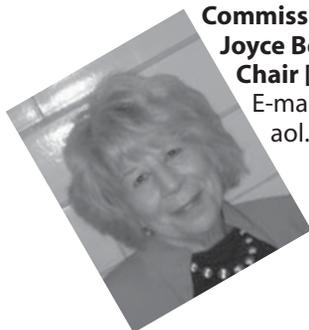


**Commission on Middle  
Schools Janel Lafond-  
Paquin ✿, Chair  
[2018]**

Rogers High School  
15 Wickham Road  
Newport, RI  
02840  
E-mail: [madame  
p51@hotmail.com]

**Commission on Student  
Standards  
Rebecca Fox,  
Chair [2015]**

George Mason  
University  
4400 University  
Drive  
Fairfax, VA 22030-4444  
E-mail: [rfox@gmu.edu]



**Commission on Cinema  
Joyce Beckwith, Co-  
Chair [2016]**

E-mail: [mmmejyob@aol.com]

**Commission on  
French for Business  
and Economic  
Purposes  
Deb Reisinger,  
Chair [2015]**

06 Languages  
Building  
Duke University  
Durham, NC 27708-  
0257  
E-mail: [debsreis@gmail.com]



**Commission on Technol-  
ogy Catherine Ousselin,  
Chair [2016]**

Mount Vernon High  
School  
314 North 9<sup>th</sup> Street  
Mount Vernon,  
WA 98273  
E-mail: [catherineku72@  
gmail.com]



**Dolliann  
Hurtig,  
Co-Chair  
[2016]**

Louisiana Tech  
University  
P.O. Box 3178  
Ruston, LA 71272  
E-mail: [dhurtig@latech.edu]



**Commission on Professional  
Teacher Standards  
Adina Alexandru ✿,  
Chair [2017]**

Southington  
Public Schools  
720 Pleasant  
Street  
Southington, CT  
06489  
[adinaalex@live.com]



**Commission on Universi-  
ties  
Scott Sheridan,  
Chair [2017]**

Illinois Wesleyan  
University  
1312 Park Street  
Bloomington, IL  
62701  
E-mail: [sps Sheridan@comcast.net]



**Commission on FLES\*  
Karen Campbell Kue-  
bler, Chair [2017]**

709 Sudbrook Road  
Pikesville, MD  
21208  
E-mail: [kkc  
danser@  
verizon.net]



**Commission for the  
Promotion of  
French Justin Frie-  
man, Chair [2016]**

Adlai E. Stevenson  
High School  
1 Stevenson  
Drive, Lincoln-  
shire, IL 60069  
E-mail: [justin  
frieman@yahoo.com]



# REGIONAL REPORTS

## REGION V: EAST CENTRAL

Region V has had a great year. What impresses me the most is the understanding in all the chapters of the importance of regularly meeting with the membership.

It is always a heartening and encouraging thing to hear about chapters that are meeting and keeping in touch with each other, using, in some cases, very innovative ideas that have even crossed regional AATF "borders."

## OHIO CHAPTER

A big "Bravo!" goes out to Lucas Hoffman, Chapter President, who has been promoting regular videoconferencing sessions for chapter presidents, spearheading this initiative with Andrea Behn, AATF Wisconsin Chapter Co-President.



The Ohio Chapter Immersion Weekend was a prime example of the importance of getting to know other French teacher colleagues personally. The two-day event was all about engaging in networking conversations, professional development, and cultivating lasting and meaningful relationships that are mutually supportive. These relationships are the source of encouragement over many years of successful and fulfilling teaching.

The Immersion Weekend celebrated its 12<sup>th</sup> anniversary this past September. Approximately twenty teachers gathered in beautiful Mohican State Park for a wet, end-of-summer weekend. Even though the weather wasn't super, teachers and friends did have a good time chatting, watching Francophone films, and playing and learning new French card games. They also enjoyed a nice potluck dinner thanks to the tasty Francophone dishes all participants brought!

A special thank you to a few key people who really helped to pull off this fantastic weekend. Wendy Duffy kindly prepared three different *soupes estivales* for all the hungry participants arriving Friday evening. Karine Daddah, Chapter Secretary-Treasurer, handled all the logistics, shopping, and communication leading up to the weekend.

Ohio Chapter 2016 Film Club: The chapter officers will present on the film *La Famille Bélier* at the CSCTFL/OFLA 2016 Conference.

## KENTUCKY CHAPTER

President Laura Roché Youngworth reported on a number of high-profile successes. Two noteworthy members are Laura Roché Youngworth, who earned the Kentucky World Language Teacher

of the Year Award and will continue to SCOLT to compete for Regional Teacher of the Year, and Tracy Lambert who is one of three final candidates for Ashland Oil's Teacher of the Year.

Aggie Manion was elected as Chapter Treasurer/Secretary. The Kentucky Chapter held a professional learning opportunity, focusing on the Web-based tool Learnerator, participating in a SwapShop, and enjoying a French luncheon.

The chapter also recognized French programs through their AATF Kentucky Program Recognition. All interested French programs could submit a self-evaluation and receive a rating (1-3), a certificate, and a letter sent to their administration highlighting achievements. Overall winning programs received plaques at the annual meeting. In addition, they began a lending library of French movies and a scholarship for high school seniors graduating with the intention of majoring or minoring in French.

## DETROIT CHAPTER

The Detroit Chapter has new leadership: Luciana Jeler, President, Thuan Tran, Secretary/Treasurer, Pam Foster, Vice-President, and Nicola Gilson, National French Contest Administrator.

The impressive list of activities noted below attest to their vibrant, energetic and resourceful chapter.

- Soirées Cinéma chez Suzie Martin à [suziem13@mac.com]
- Chantons Noël: Notre réunion amicale

A statement from Luciana provides a clear lens into their chapter and their dynamic élan.

Chers amis,

Un des objectifs de l'AATF est de promouvoir des événements qui nous permettent d'enrichir notre horizon culturel.

Notre collègue Suzie Martin a eu l'initiative de proposer une visite guidée au Musée de Toledo, pour découvrir les oeuvres d'Edgar Degas exposées à Toledo.

The Detroit and Michigan Chapters shared another memorable immersion weekend at Camp Dainava with 30 members in attendance from both chapters. It is always a time of cultural enrichment, recharging of teaching batteries, and reconnecting with old friends and beginning new friendships.

## NORTHWEST INDIANA CHAPTER

The Chapter is clearly one of the leaders in its focus on the importance of regularly meeting with the membership.

Their fall activities speak to this observation and included several immersion dinners, each hosted by a different chapter member. Their spring meeting will be April 9 at 10 a.m. at the Lake County Library in Merrillville.

Other events included the Feast of the Hunters' Moon, a re-creation of the annual fall gathering of the French and Native Americans which took place at Fort Ouiatenon, a fur-trading outpost in the mid-1700s. It is held annually in early autumn on the banks of the Wabash River, four miles southwest of West Lafayette, Indiana.

## TENNESSEE CHAPTER

The chapter again sponsored an exhibit booth where officers spoke with members and potential members about the benefits of AATF membership. Brochures were distributed free of charge.

The chapter held its 2014 annual meeting at the Tennessee Foreign Lan-

guage Teaching Association (TFLTA) Conference. The meeting was presided by President Jane Weaver 🌸, and 28 members attended. Special guests were Jayne Abrate and Amélie de Gaulle, *Consule honoraire de France*. She announced the opening of a gourmet food store with French products available. Executive Director Jayne Abrate talked about the upcoming National Convention in Saguenay.

President Weaver gave the report for Secretary-Treasurer Lark Torti. Jane requested that members share with her and the board any ideas to provide support of their activities with chapter funds.

Will Thompson reported on the 2014 National French Contest. Over 90,000 students participated nationally, with 3216 from Tennessee, an increase of more than 200 students, ranking the Tennessee Chapter sixth in the nation. In Tennessee there were nearly 170 nationally ranked students, including two gold medal winners and 11 silver medalists.

tance. She mentioned the Sister Cities program, which includes the Nashville-Caen alliance. Heather Cunningham is the contact person for *Alliance française* and the Sister Cities program. Laurie Ramsey thanked outgoing President Jane Weaver for her years of service.

Respectfully submitted  
Daniel Noren  
Region V Representative  
[danielnoren@ferris.edu]

#### **REGION VI: WEST CENTRAL**

In Region VI, this past year there has been a surge of new energy, new collaboration, and new thinking, much of it based on being able to rely on communicating electronically.

#### **COMMUNICATION AND CONNECTIONS**

With keeping in touch using a variety of devices becoming more and more frequent in our personal lives, it is not surprising that many presidents of the chapters in Region VI have increasingly taken advantage of these opportunities

ters, and Region VI chapter presidents are now routinely sharing with each other the messages that they send to their members.

It has become clear that many, if not most, French teachers are now exchanging electronically and through social media huge amounts of information on topics ranging from classroom bulletin boards, lesson plans, French Club activities, the ever-popular authentic resources and, last November, how to process their own feelings and discuss the attacks in Paris with their students. So it is inspiring to see that widely available technology is keeping members tied to each other and to our association and offering them access to invaluable resources. At the same time, and perhaps more importantly, these outlets are helping members create the personal connections that also support their professional growth and success.

#### **COLLABORATION**

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### ***Those who also serve in leadership positions and take on the responsibilities of being chapter president deserve our admiration and our heartfelt thanks.***

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The gold medalists were from Franklin High School (teacher: Allison Nixon) and from Harpeth Hall in Nashville, student of Amy Miller. A total of 89 teachers from 64 schools in Tennessee participated. All participating teachers present at the meeting were recognized and thanked for their efforts.

Members voted on and approved a motion to divide the position of Secretary-Treasurer into two positions. The members voted on and approved a motion to ratify the subsidy to AATF members who participated in the French immersion workshop at the conference. Jane suggested that chapter funds be used for professional development. She also reminded members of the deadline for applying to the Future Leaders Fellowship Program.

New officers elected were Melanie Taylor, Vice-President (to become President in January 2017), Allison Nixon, Secretary, and Suzanne Lange, Treasurer. Laurie Ramsey, Vice-President, became President in January 2015.

Executive Director Jayne Abrate promoted National French Week and read a letter from President Obama. She invited members to travel to Saguenay in July 2015 and to recruit new members.

Tennessee Bob Peckham echoed the need for advocacy and promotion of the AATF. *Consule* Amélie de Gaulle updated members on her activities and encouraged attendees to call on her for assis-

to send information and offer support. They are, for example, keeping members informed and tying them to the AATF with e-mail updates, in some cases, on a weekly or bi-weekly basis. This kind of outreach reflects some of the discussion at the Delegate Assembly in Saguenay that centered on how it was personal connections that led many of us to become members of the AATF and motivated us to become active in our chapters. So it was perhaps not surprising to hear that one Region VI member responded to this increased level of chapter communication by saying that she had "never felt so connected" to our organization.

This kind of personal communication extends as well to chapter Facebook pages where members in the Chicago/Northern Illinois and St Louis chapters are sharing support and information on both closed and public pages. Chicago/Northern Illinois and Wisconsin members are also active on their Twitter accounts. The newly-updated Wisconsin Web site includes new features and great looking visuals. Another use of electronic media can be seen with the newsletters in Chicago/Northern Illinois, Minnesota, and Wisconsin that can now all be found online and fears that teachers might not read them in this new format have disappeared. On-line surveys looking for information and ideas from the members have also begun to appear in some chap-

Connections made at the 2014 Future Leaders program in New Orleans, in fact, paved the way for current on-line collaboration between regions. This began when Region VI chapter leaders were invited by the president of the Ohio Chapter to a Facebook page devoted to sharing information specifically among chapter presidents. This kind of sharing is also going on between chapters. This past fall, the presidents of the Chicago / Northern Illinois and Downstate Illinois Chapters presented a session designed for French teachers at the ICTFL conference; and the presidents of Wisconsin and Chicago/Northern Illinois have begun exchanging ideas and are looking toward collaborating on a Teacher Immersion Weekend.

A well established partnership continues between the St. Louis Chapter, the *Centre francophone* at Webster University, and the *Alliance française de St. Louis* who together organize, host, and award prizes for an annual student essay contest. A new collaborator for the Chicago/Northern Illinois Chapter is the *Alliance française du North Shore*, an organization that created a *Soirée Trivia* in 2015 with the close involvement of several retired AATF members who were also members of the *AF du NS*. At the Spring AATF meeting the AF president presented a gift check in the amount of \$1700 to the chapter from the event's profits. The value of personal connections between these ac-

tive and retired teachers clearly made a positive contribution toward supporting local French programs. This past summer, a Wisconsin Chapter member and her students partnered with the local *Alliance française de Milwaukee* to help staff their café at the city's four-day Bastille Day celebration. The Kansas City and Minnesota Chapters continue to have a close relationship with the local *Alliance française*.

As part of the effort by *Service culturel du Consulat de France à Chicago* to create resources for French teachers based on art works found in Midwest art museums and in which members of the St. Louis Chapter participated last year, a group of Wisconsin members has now met with a representative of the *Service culturel* to help guide the efforts of those who will create the online materials.

### PROFESSIONAL DEVELOPMENT

Chapters across Region VI continue to provide in-person professional development opportunities designed for French teachers. Kansas City members came together for their annual Teacher Immersion Day that focused on the city of Bordeaux and on cinema. Iowa AATF members, some supported with scholarships from the chapter, gathered at Simpson College last summer for a Teacher Immersion Weekend. St. Louis organized a spring workshop on the use of Technology in the Classroom. The Chicago/Northern Illinois Chapter held their usual winter program of mini-workshops on a variety of topics, devoted their spring program to learning about Saguenay with teachers competing "Kahoot"-style with their iPads, computers, or phones, and at the fall program, focused on ways to encourage middle and high school students to continue their French studies into college and to inform elementary and secondary teachers about the opportunities that lie ahead for their students. The Wisconsin leadership decided to expand their programming to include not only annual events for French students but something for teachers as well. They created a first-ever Summer Teacher Workshop and invited Toni Theisen, 🌸 the 2009 ACTFL Teacher of the Year, to lead the day-long workshop attended by teachers from Wisconsin and Illinois on Thematic Units, IPA's, and putting more math in French class. Last spring, in Iowa, there was an exceptionally large turnout of members at their spring AATF meeting

held concurrently with the *Tête-à-Tête* workshop, "Theater and Carnival in the World Language Classroom," sponsored by the University of Iowa.

The AATF was well represented at the Illinois Conference on the Teaching of Foreign Languages (ICTFL) with a display, AATF materials, and a greeter to make personal connections with members and non-members alike. As mentioned above



Chicago/Northern Illinois Chapter President Martha Behlow 🌸 accepted a \$1700 donation check from Margot Steinhart, President of the *Alliance française du North Shore*.

as an example of collaboration, the presidents of the Downstate and Chicago/Northern Illinois Chapters presented a session focussed on a French teacher's *parcours* and the support and resources needed along the way. At Wisconsin Association of Foreign Language Teachers (WAFLT) conference, the Wisconsin Chapter again made use of their professionally-produced table-top display. At the chapter's fall meeting during the conference, they elected President-Elect, Ellen Onsrud and delighted many of the members with their *tombola terrible* that included French wines and multiple-copy sets of Tintin hard-bound albums donated by a recently retired member. New this year was a French Trivia Night for attendees and the unveiling of AATF of Wisconsin "swag" (t-shirts, magnets, lanyards for the *Grand Concours* and the *Concours Oral*). Iowa AATF members gathered as they do each year at the Iowa World Language Association (IWLA) conference and elected a new president, Sheila Conrad, who was a Future Leader in Saguenay, and a new Vice-President, Maria Snyder.

### CULTURAL ENRICHMENT AND ENJOYMENT

French teachers in Region VI enjoy and continue to build traditions in terms of offering cultural programs and opportunities to cultivate the *joie de vivre* for

which the French are so well known.

"Ionesco and *La Leçon*" were the focus in St. Louis where this chapter each year presents a teacher workshop focused on a French writer and one of his/her works and then invites teacher and their students to a professional dramatic performance of that work. This year it was Lionel Cuillé, Webster University, who helped prepare the members for the theatrical event with his presentation "Eugène Ionesco: Comment un théâtre de l'Absurde et pourquoi?" Later in the month, André Nerman and the *Compagnie Caravague* presented *La Leçon*.

Teachers in Kansas City gathered to "bring the spirit of Saguenay" to Kansas City so members could hear about the sessions, events, and excursions of the July convention. This chapter cultivates personal connections with each of their events by sharing a meal and a holiday gift exchange at their annual December dinner. As always, the St. Louis teachers did not miss the opportunity in January to meet to divvy up

the traditional *galette* to see who would wear the crown. Minnesota teachers had the opportunity to make and strengthen those personal connections at this year's "less formal and more social than in the past" dinner featuring Lebanese cuisine. Likewise, members in the Chicago/Northern Illinois Chapter have now made it a tradition to enjoy each other's company during National French Week at a local restaurant.

### STUDENT ACTIVITIES

The combined Chicago/Northern Illinois and Downstate Illinois Chapters deserve congratulations for having the highest participation in the National French Contest in the country with 6635 students registered. Bravo also to both the Iowa and St. Louis chapters for topping, for the first time, 1000 student registrations! Region VI has three chapters, Minnesota, Illinois, and Wisconsin, sponsoring *Concours Oral* student competitions, each with hundreds of individual entries, and Minnesota's *À Vous la Parole* this year topping 1000! Video and trivia contests are traditional National French Week events in the Chicago/Northern Illinois Chapter, and the Wisconsin Chapter this year created a #ouisconsin Instagram and Twitter challenge for National French Week. The Chicago/Northern Illinois Chapter's day-long *Journée Intensive*, with 95 students this past year, continues

to offer a great day that includes singing, acting, dancing, talking, and, of course, eating.

### MEMBERSHIP/ADVOCACY/PROMOTION

The Iowa leadership lent its support to an endangered program that happily was retained. Many chapters have been using e-mail messages to encourage membership and the Chicago/Northern Illinois Chapter created Infograph-style *publicités* featuring members telling why they are AATF members and posted them on their Facebook page and will be offering a “buy one, get one free” offer to encourage members to reach out to their colleagues. Wisconsin has created a new initiative called “Francofocus” that puts a spotlight on colleges and university French programs in their state while Chicago/Northern Illinois continues to feature local college programs in their three-times-a-year newsletter.

By supporting Future Leader Fellows Sheila Conrad (IA) and Rebecca Léal (IL) at the Saguenay convention, both the Iowa and Chicago/Northern Illinois Chapters made an investment in the future of their chapters and our organization. They enabled these members to meet many of the current leaders of our organization, to see themselves in those roles, and to create relationships with each other that

President Andrea Behn, received “Exemplary French Program with Distinction” and Geneva High School (IL), nominated by Chicago/N IL President Martha Behlow, received “Exemplary French Program with Honor.” Region VI members at the convention applauded especially loudly when the 2015 Dorothy S. Ludwig Excellence in Teaching Award was given to Minnesota member Caroline Little.

Three Region VI members were awarded 2015 AATF Summer Scholarship.: Tom Sapp from the Chicago/N IL chapter studied in Vichy, France while Jeanne Engelkemeir from the same chapter and Jamie Gurholt from the Wisconsin chapter studied in Mons, Belgium.

This past October, the ICTFL chose Chicago/Northern Illinois Chapter President Martha Behlow as Teacher of the Year which means that many AATF members from sixteen states will be proud to see one of our own represent Illinois at the Central States Conference in Ohio in March.

The *décoration* of Todd Bowen, Chicago/Northern Illinois Chapter member and former Treasurer and board member of ACTFL, took place last spring. Denis Quénelle, *Attaché culturel adjoint* at the French Consulate in Chicago, did the honors bestowing on Todd the *Palmes académiques*. Former Minnesota Teacher of the Year, Linda Albertson, received

*l'Ordre des Palmes académiques* at her school. Two other members of the Minnesota Chapter, President Joëlle Vitiello; Managing Editor of the chapter newsletter *Les Reflets de l'Étoile du Nord* and organizer of the local French Book Club, Françoise Denis were also decorated with *l'Ordre des Palmes académiques*.

Many Region VI chapters have their own award ceremonies with

Minnesota seeing this past year an exceptional number of students and parents attending the May Awards Breakfast and the chapter honored Nancy Solo-Taylor as their Chapter Teacher of the Year. Wisconsin continues giving out awards including one for a new-to-the-profession teacher and, this year, to three non-teaching French program supporters known as “Les Héros du Français.”

As you read this, please “put your hands together” to thank immediate AATF Past-Presidents Kristine Sieren (IA) and SuAnn Schroeder (WI) for their service to French teachers. Each of us knows that a full-time teaching job risks taking up every waking minute. So those who also serve in leadership positions and take on the responsibilities of being chapter president deserve our admiration and our heartfelt thanks. Kristine and SuAnn, we hope that you can hear the applause.

Bravo to all the members and leaders in Region VI who have and are continuing to contribute to the success of their chapters and their members!

Submitted by  
Eileen M. Walvoord  
Region VI Representative  
[eileenwalvoord@gmail.com]

## NEW MIDDLE SCHOOL HONOR SOCIETY: JEUNES AMIS DU FRANÇAIS

The AATF and the *Société Honoraire de Français* (SHF) are pleased to announce the formation of a new honor society for middle and elementary school students. Full details can be found on the Honor Society Web page at [www.frenchteachers.org/jaf].

The new society, called *Jeunes Amis du Français* (JAF), was approved by vote of the SHF sponsors. The *Jeunes Amis du Français* will function similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the diversity of middle school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.

The sponsoring teacher must be a current AATF member.

There is a per student induction fee. Each student will receive a certificate attesting to his or her membership. Additional materials will be available for purchase.

Membership in the JAF does not imply membership in the SHF nor give the student the right to SHF materials.

## AUSTIN, TEXAS AATF CONVENTION

July 3-6, 2016



AATF members at ICTFL.

have continued and are in evidence on social media.

### RECOGNITION

One of the highlights of the Saguenay convention was the announcement of the programs across the country that received the 2015 Exemplary Schools awards. Parker High School (WI), nominated by AATF of Wisconsin Chapter

# M MEMBERS' NOTES

**Linda Quinn Allen**, Iowa Chapter, Associate Professor of French and World Language Education at Iowa State



University, received the ACTFL-NYSAFLE Anthony Papalia Award for Excellence in Teacher Education.

The testimonials of students and colleagues supporting her nomination describe her as a scholar and teacher with a long history of training successful language teachers. The AATF was proud to nominate her for this award.

**Martha (Haag) Behlow**, French teacher at Geneva Community High School (IL) was selected as the 2015 Illinois Foreign Language Teacher of the Year by ICTFL at their fall conference. Martha taught at

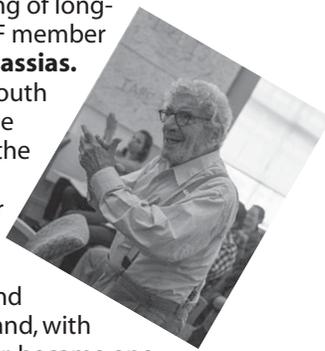
the junior and senior high school levels in Albert Lea, Rochester, and Mahtomedi, Minnesota before moving to Geneva High School in 2001. She is a National Board Certified Teacher, is active in ICTFL, and is currently the President of the Chicago / Northern Illinois Chapter of the AATF. Martha travels extensively with her students, advises both the French Club and the *Société Honoraire de Français* at her school. In 2015, Martha's French program was awarded the AATF Exemplary Program with Honors designation.

## NEW AATF HEADQUARTERS CONTACT INFORMATION

302 N. Granite St., Marion IL 62959  
Phone: 815-310-0490  
Fax: 815-310-5754  
E-mail: [aatf@frenchteachers.org]

It is with sadness that we recognize the passing of long-time AATF member **John D. Rassias**.

At Dartmouth College, he founded the Rassias Center for World Languages and Cultures and, with the Center, became one of the founding partners of the Inter-American Partnership for Education, a Clinton Global Initiative. After serving in World War II and completing his French studies, he spent time in Paris studying theater. This theatrical training helped him as he developed his unique and effective method for teaching a language. The Rassias Method was adopted by the Peace Corps, with whom he worked starting in 1964, for training its volunteers. He was an AATF member and supporter for more than 30 years.



## CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org]; click on "About Us," then "Regional Offices."

## CONTACT REPRESENTATIVES OF QUEBEC

If you are looking for support or information from the Government of Quebec regarding any of their programs, you can go to their Web site to find the most current information for each of the *délégations*, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]

## NEWS FROM THE AATF EXECUTIVE COUNCIL

This year there have been several changes to the AATF Executive Council. We would like to take this opportunity to welcome new members.

**Abbe Guillet** was elected to the position of AATF Region II Representative (New York and New Jersey) for a three-year term and assumed office on January 1. **Deanna Scheffer** was elected to a three-year term as Region IV Representative (Southeast). She had previously been appointed to complete the term of her predecessor. **Catherine Ousselin** (Region IX) was elected to a three-year term as Regional Representative. **Karen Campbell Kuebler** was elected to three-year term as Vice-President of the AATF.

We would also like to thank the outgoing members of the Executive Council for their dedication and service to the AATF. **Marie-Christine Massé** agreed to complete the term of her predecessor as Region II Representative (New York and New Jersey). **Ann Williams** served two terms as Region IX Representative (Northwest), and **Steve Daniell** served two terms plus a year of the term of his predecessor as Vice-President. All three made invaluable contributions to the smooth running of the AATF, and we are sure they will continue to be involved in AATF activities in other ways.

## CONTRIBUTIONS NEEDED

We are looking for brief ready-to-use teaching units (12-20 pages) for inclusion on the AATF Store. Submissions will be reviewed by a committee of teachers for accuracy, usefulness, and pedagogical soundness before being accepted for online publication.

Units will be posted in downloadable pdf format and can be duplicated for use in the classroom by AATF members. Costs will range from \$5-\$10, depending on length.

To contribute a unit, e-mail the text as one file in either Word or pdf format to [abrate@frenchteachers.org]. Be sure and indicate the targeted level in terms of French and age.

The first such document is now available. Entitled "Exercices pour accompagner *Le Ballon rouge*, le livre par Albert Lamorisse," was contributed by Jacqueline Thomas, Texas A&M University-Kingsville, former AATF Region VII Representative. To obtain a copy, go to the AATF Web site at [www.frenchteachers.org].

## SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled "Help Wanted: Encourage Students to Learn French," it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. Limited quantities of the flyer will be offered to AATF members free of charge. Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

one first-class stamp required for 4 copies of the flyer

two first-class stamps required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 per copy or in any quantities to non-members at \$.20 per copy.

Mail your SASE and request to AATF Flyer, 302 N. Granite St., Marion IL 62959.

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## AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing in the *National Bulletin* (p. 38). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *French by the Numbers*
- 100 copies of the flyer *10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
  - \_\_\_\_\_ 25 copies of the *Why French FLES\*?* flyer (optional at no extra cost; check if you would like to receive them)
  - \_\_\_\_\_ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
- 10 bumper stickers
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
  - \_\_\_\_\_ DVD *Forward with French*      \_\_\_\_\_ DVD *Forward with FLES\**
  - \_\_\_\_\_ DVD *French-Speaking Louisiana*
- one AATF guide or FLES\* report (Please indicate your choice; select only one.)
  - \_\_\_\_\_ *Calendrier perpétuel*      \_\_\_\_\_ *La Vie des mots*
  - \_\_\_\_\_ *Vive le français!* (activities)      \_\_\_\_\_ *Les Fables de la Fontaine*
  - \_\_\_\_\_ FLES\* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
  - \_\_\_\_\_ 50 World Speaks French pencils      \_\_\_\_\_ AATF Notecards (2 sets of 12 cards)
  - \_\_\_\_\_ 25 *On est les meilleurs!* buttons      \_\_\_\_\_ 25 Forward with French pens

Total (\$75 per kit): \_\_\_\_\_

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 5/31/16.

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Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ (H/W) E-mail: \_\_\_\_\_

# DISCOURS DE BIENVENUE AU DÉJEUNER FRANCOPHONE CONGRÈS DE L'AMERICAN COUNCIL FOR THE TEACHING OF FOREIGN LANGUAGES, SAN DIEGO, 21 NOVEMBRE 2015

Chers amis, Chers collègues

Les Services culturels de l'Ambassade de France m'ont fait le grand honneur de m'inviter à vous souhaiter la bienvenue au déjeuner francophone qu'ils organisent chaque année à l'occasion du Congrès de l'ACTFL. Cette année nous nous réunissons en Californie. Bien que n'étant pas Californien de naissance, je le suis doublement: à la fois d'adoption mais aussi et surtout par ce sentiment qui caractérise l'esprit l'américain au dire de Jean Baudrillard: la conviction.

C'est en effet ma profonde conviction que la Californie se distingue pour plusieurs raisons, mais surtout par sa diversité. Diversité de gens, de régions, de tempérament, de langues—dans une école élémentaire près du campus de l'Université de Californie à Santa Barbara, les élèves parlent au total près de 46 langues différentes à la maison. Et enfin, diversité de climat: en Californie on peut subir des incendies, des inondations, des coulées de boue et des tremblements de terre—tous dans la même journée!

Plus sérieusement, je souhaiterais vous dire quelques mots sur ce qu'il conviendrait de faire, à mon sens, afin de promouvoir les intérêts de la France et des communautés francophones à l'heure actuelle. Pour ce faire, je prendrai pour guide le demi-dieu Hercule, héros de pièces de théâtre, de poèmes, et de films.

Dans l'antiquité on citait souvent le choix difficile qui s'était présenté à ce fils de Jupiter. En fait, on appelle ce moment soit Hercules *in vivo*, soit Hercule au carrefour, ou bien Hercules *at the Crossroads*. Or, nous nous trouvons, nous autres représentants de la France aux États-Unis, également devant un choix aux multiples conséquences significatives. Doit-on céder aux exigences du temps; ou bien faut-il renforcer le niveau de notre enseignement dans l'espoir que le reste du monde en jugera les résultats fructueux, voire enviables?

Il s'agit, vous le voyez bien, d'une crise d'identité. Et pour confirmer notre identité comme professeurs de français, il nous faut d'abord élucider celle même de la France qui fait l'objet de toute une constellation de mythes finissant, hélas, par trahir la réalité.

Comme l'exemple d'Hercule le prouve, on peut changer ce qu'on appelle communément son «image». D'abord le lourd hyper-musclé d'Aristophane, Hé-

raklès s'est vu métamorphosé en héros, père de famille, et citoyen exemplaire par les tragédiens comme Sophocle. Désormais Hercule occupe dans l'histoire une place de choix comme le guerrier connu pour ses douze travaux qui ont servi à défendre l'Hellas, la partie civilisée de la Grèce, contre l'incursion bestiale venue du Péloponnèse, terre des passions et du minotaure cher à la Phèdre de Racine.

Au cours des siècles la France nous a appris que la pensée n'est pas collective et que, sauf dans notre illustre théâtre classique, dire n'est pas nécessairement faire. Le défi pour nous, comme pour Hercule, c'est donc de changer de tactiques, de passer à l'attaque, de ne plus permettre à autrui de définir notre identité. Soyons des Hercules.

Permettez-moi donc de vous proposer très brièvement les douze travaux que nous pourrions entreprendre, à l'instar d'Hercule. Et pour mettre en lumière les accomplissements des pays francophones, insistons sur deux domaines qui les distinguent et qui sont méconnus du grand public américain: la science et les affaires.

1. Premier travail: Commençons par faire exploser certains mythes. Parlons de ces préjugés qui obstruent la voie vers une vraie vision de la langue et de la culture françaises et francophones. Pour prendre l'exemple le plus flagrant, aux USA on regarde toujours la France premièrement comme le pays de la cuisine et de la couture, du parfum et du panache, des caniches et des croque-monsieurs... Mais, elle n'est perçue ni comme un centre de la haute technologie en biosciences, ni comme le lieu de travaux exemplaires en transport, ou de plus d'informatisation ultra-rapide domestique per capita que n'importe quel autre pays. De même passent inaperçus ou du moins sont méconnus l'implantation de centaines d'entreprises françaises dans notre pays, et un nombre de prix Nobel en littérature qu'on ne peut pas trouver ailleurs. Après tout, le geste fondateur de la culture française ne fut-il pas la création de l'Académie française en 1635?

Et depuis, qu'il s'agisse de Blaise Pascal qui mit en oeuvre le français moderne dans ses *Lettres Provinciales*

ou d'Assia Djébar, qui, dans son discours de réception à l'Académie française en 2006, décrivait la langue française comme «le tempo de ma respiration», les auteurs de la littérature francophone ne cessent de nous offrir une sagesse, une esthétique et un plaisir sans pareils.

2. Cherchons toujours à recruter davantage d'étudiants dans les écoles secondaires et lors des deux premières années de l'enseignement supérieur en multipliant les réunions d'information sur des aspects attrayants et méconnus de la culture française. Par exemple:
3. Offrons aux jeunes des activités culturelles francophones qui pourraient les intéresser comme le basket (soulignons d'ailleurs que bon nombre de joueurs dans la *National Basket Association* sont francophones), ou le ski (l'équipe française féminine est excellente), ou même encore la natation où Laure Manaudou et son frère Florent, lui que l'on surnomme la «torpille», dominent les championnats, etc.
4. Signalons le rôle de leader que joue la France en médecine, surtout en immunologie, en recherches sur le SIDA et sur la maladie d'Alzheimer. N'oublions pas que deux Français ont récemment remporté un prix Nobel en science: Jules Hoffmann en médecine en 2011 et Serge Haroche en physique en 2012. Rappelons que Médecins sans frontières fut fondé à Paris en 1971. Et si vous connaissez des gens qui travaillent pour fonder un programme STEM (*Science, Technology, Engineering, Mathematics*) dans votre école, demandez-leur si vous pourriez faire une présentation sur l'utilité d'une langue étrangère—peut-être même le français—dans leur curriculum.
5. Proclamons à ceux qui se passionnent pour les mathématiques que les mathématiciens les plus forts du monde se trouvent dans les universités et les centres de recherches français.
6. Insistons sur les accomplissements de l'ingénierie et de la technologie françaises, comme le Chunnel, l'Airbus, le TGV, la fusée Ariane, le viaduc de Millau—un des ponts les plus hauts et les plus longs du monde—

et l'invention de la *Smart Card*. Et, si votre institution sponsorise un chapitre des *Engineers without Borders*, allez donc lui parler de la haute qualité des ingénieurs français comme ceux qui ont conçu Ubisoft, une entreprise française qui compte parmi les cinq meilleurs créateurs de jeux de vidéo.

7. Remontons le moral de nos collègues qui luttent tous les jours pour enseigner la langue française et les sciences humaines dans une conjoncture dans l'histoire de l'éducation aux USA qui est marquée par un retrait important du financement public aux institutions scolaires. De toute évidence nos compatriotes ne regardent plus l'éducation comme un bien public mais plutôt comme un investissement personnel. Il faut sérieusement soigner cette myopie.
8. Comment aider nos collègues?

proactive se distingueraient politiquement au sein de l'institution.

10. Traçons avec fierté, avec orgueil même les vastes frontières de la francophonie, des 56 pays où les francophones occupent une place de choix parmi les locuteurs de sorte que le grand public sache, par exemple, que le français est une des deux langues—avec l'anglais—qui se parlent sur tous les cinq continents. C'est aussi la langue de Wided Boucharmaoui, Prix Nobel de la Paix 2015.

Et chose étonnante, selon une enquête de Natixis, une banque internationale, grâce au boom démographique qui traverse les pays africains où le français est la langue de l'école, il n'est pas exclu que la langue de Molière dépasse celle de Shakespeare comme la plus pratiquée du monde en 2050.

11. Les Services culturels à l'appui, en-

exigent une maîtrise de la langue surtout écrite (comme le droit), de créer des opportunités pour ceux qui auront besoin de vivre dans un pays étranger, comme les médecins sans frontières, les artistes et les écrivains, ou les explorateurs sur les traces de la famille Cousteau.

En guise de conclusion, je vous demanderai de vous rappeler un fait: nous ne sommes pas entrés dans l'enseignement parce que nous avons le profond désir de passer 40 ans à faire prononcer «je parle[s], tu parles, il/elle parle». Non, je suis prêt à parier que, pour vous comme pour moi, la première motivation était la passion de la lecture et surtout des idées et des leçons que nous offre la littérature.

Par exemple: vous êtes confondu par le débat sur la diversité? Lisez *Les Essais* de Montaigne. Vous êtes intrigué par les relations problématiques entre les cultures? Lisez *L'Étranger* de Camus. A

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## ***Faisons donc le plus grand effort pour promouvoir les études françaises et francophones comme le moyen de formuler un curriculum de très haute qualité....***

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En établissant beaucoup plus de contacts et d'échanges entre le secondaire et l'enseignement supérieur, en partie grâce aux projets que pourraient entreprendre l'ACTFL, l'*American Association of Teachers of French* et l'admirable Centre de la francophonie des Amériques. Mais aussi par des collaborations régionales et même locales.

9. Et pourquoi ne pas multiplier les initiatives qui consistent à offrir des cours de «French for Hispanophones» dans nos universités? L'expérience exemplaire à ce sujet est celle du département de *French and Italian* à *California State University à Long Beach* dont nous avons tiré de précieuses leçons à UCSB.

Ces stratégies interventionnistes porteront leurs fruits, j'en suis convaincu, affichant des résultats gratifiants à la fois pour les étudiants et les professeurs. Par la suite, et ici j'avoue que «I Have a Dream»: celui de voir les inscriptions augmenter, les élèves et les étudiants suivre davantage de cours de français, les «Majors» et les «Minors» au niveau universitaire atteindre des chiffres importants et, chose non-négligeable, la direction des *high schools* et des universités se verrait ainsi confrontée à un phénomène quasi-insolite: les départements de langues ayant adopté une approche

courageons de sérieux partenariats entre les entreprises américaines et françaises afin d'établir plus de stages en France pour nos jeunes et de persuader les businessmen français de soutenir des initiatives culturelles et académiques dans la région des États-Unis où ils se sont implantés. C'est une initiative qui mérite toute notre énergie.

12. Expliquons à ceux qui se passionnent pour l'écologie la stratégie française pour la protection des ressources naturelles comme les forêts, car la France jouit d'une compétence technique extraordinaire à cet égard. N'oublions pas non plus que, si l'un des meilleurs sites consacrés à l'environnement s'intitule [planet.org], il s'agit néanmoins d'un site francophone.

13. Je me permets de rajouter un treizième labeur herculéen parce que, en tant que spécialiste des rapports entre cuisine et littérature, je connais l'utilité du *Bakers Dozen*, (du treize à la douzaine).

Faisons donc le plus grand effort pour promouvoir les études françaises et francophones comme le moyen de formuler un curriculum de très haute qualité capable de contribuer au *Creative Thinking*, d'ouvrir les portes à des carrières internationales scientifiques, à des professions qui

vous avis, l'argent tend à étouffer notre humanité? Balzac vous en dira long. Le racisme et l'immigration vous travaillent? Consultez *Les Raisins de la galère* de Tahar Ben Jelloun. Comment discuter les deux maux dominants de notre époque, le narcissisme et le matérialisme? La Rochefoucauld et La Bruyère vous montreront le chemin.

Si vous hésitez quant à la façon d'aborder avec vos élèves le rôle de la femme, de son éducation, de sa liberté de choisir un partenaire, de l'oppression exercée par certaines familles traditionnelles, étudiez avec eux attentivement—et avec grand plaisir—*l'École des femmes* de Molière. Vous cherchez à reprendre la question du pouvoir et de ses ravages? On n'a qu'à ouvrir n'importe quelle *Fable* de La Fontaine. Cherchez-vous un beau texte sur les rapports entre liberté et prédestination? *Manon Lescaut* se présente volontiers à vous. Vous voulez savoir comment stimuler une épouse qui s'ennuie? Ne lisez surtout pas *Madame Bovary*.

Au boulot, les francophiles et les francophones, il y a du pain sur la planche!

Ronald W. Tobin  
Université de Californie à Santa Barbara  
Membre honoraire de l'AATF  
[rwtobin@frit.ucsb.edu]

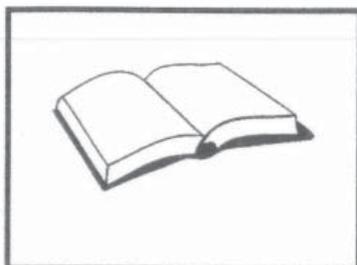
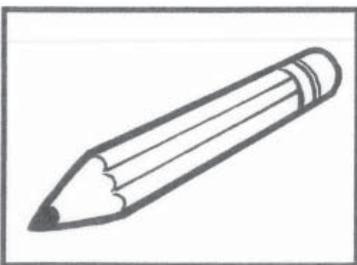
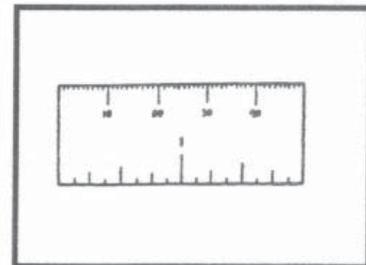
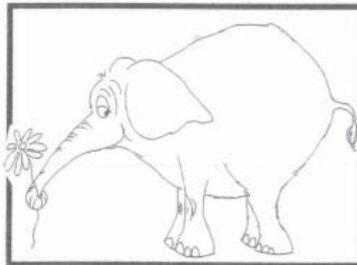
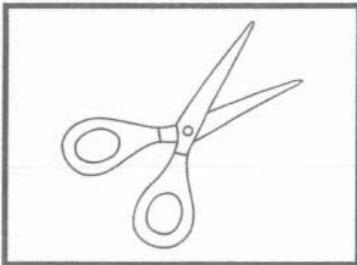


## DANS MON SAC À DOS IL Y A...

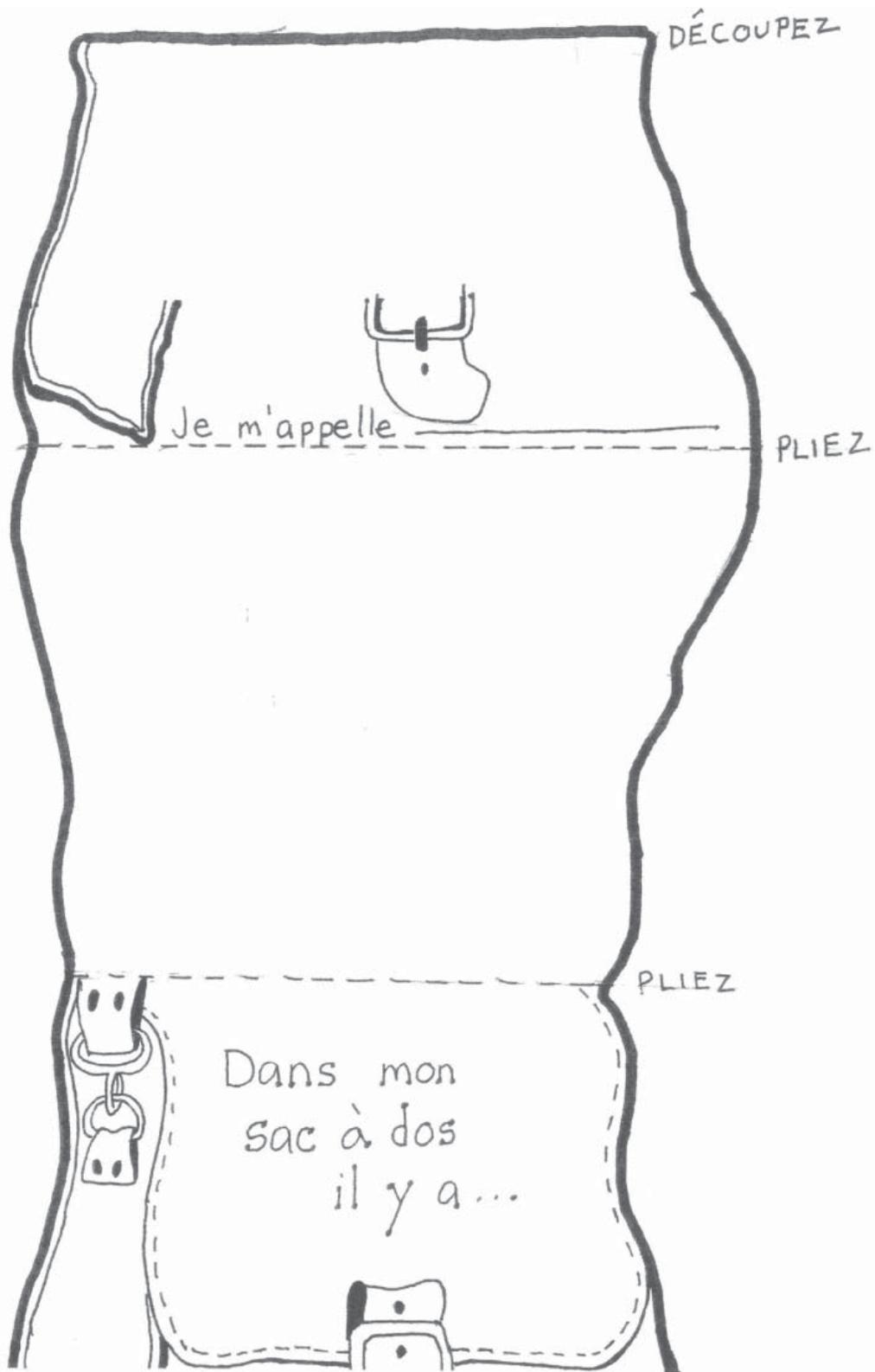
Old-fashioned flash cards are out of vogue, replaced by more modern on-line quizzing for vocabulary, but something *vieux jeu* isn't necessarily useless! For younger language learners, the concept of "vocabulary drill" is non-existent as FLES teachers are very clever at finding ways to make repetition happen by disguising it as play. Play, as even Einstein agrees, is the best way to learn anything!

To avoid using English translations, use pictures which are easily found on line, or copy from copies of past *Grand Concours*. You will find a few below to start. (Color would be more fun, of course!) The older students can write the French on the back, but it is not necessary for the little people. Students will cut out the squares, adding to them throughout the year, and storing them in their SAC À DOS they will make which is found on the next page.

JEU: Partners can drill each other in class or with parents at home. For an accumulation game, I use a real backpack with pictures run off on 8 1/2 X 11" paper of the same vocabulary the students have. The first student holds backpack and states: "Dans mon sac à dos il y a ..." and chooses a picture blindly from inside the backpack. The second student joins the first, takes the backpack and repeats: "Dans mon sac à dos il y a ..." including the first item, then choosing a second picture. Game continues in the same manner, adding people to the line at the front of the class, until someone chooses the picture of *un éléphant*! All students standing fall down, return pictures to backpack and you start over or save for another day when you need a few minutes for quick drill.



**LE SAC À DOS** Copy onto full-sized paper (card stock is sturdier, but regular paper works, too). Have students write their name (je m'appelle \_\_\_\_\_) and then cut around the outside border. Fold on the two dotted lines where it says *PLIEZ*. Using a stapler (*une agrafeuse*) or tape (*le scotch*), secure the two sides, but not the top. The buckle should line up and now the student has a great SAC À DOS for keeping flash cards. *Amusez-vous bien!*



Elizabeth Miller  
Northern California AATF Chapter

Share with other FLES\* and middle school teachers your ideas, classroom gimmicks, games for oral interaction, and successful lessons. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; E-mail: [mmemiller@aol.com].

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and postsecondary (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2017, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Austin, Texas in July 2016.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2016**.

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

## TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2016**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

## REQUIRED QUALIFICATIONS

1. Nominees must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching currently at that level.
2. Nominees must have been members of the AATF for the past five consecutive years.
3. Current AATF officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level.
5. Nominees must be active participants in AATF activities locally, regionally, or nationally.

## EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development

- a. participation in AATF chapter and national activities,
- b. participation in foreign language conferences, workshops, and seminars,
- c. pursuit of advanced degrees and education, or
- d. grant-supported research, projects, workshops, or travel.

Evidence of contributions to the profession may include

- a. leadership and service in professional organizations, including the AATF,
- b. research or presentations at conferences or publications in professional media, or
- c. sponsorship of extracurricular activities or student exchange programs or other innovative programs.

## NOMINATION PACKET

The nomination packet may not exceed a total of five pages and must include the following:

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format (one file with the candidate's name in the file name) to [awards@frenchteachers.org]. The nomination must be received no later than **February 1, 2016**.

## ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at  
[www.languagepolicy.org](http://www.languagepolicy.org)



# OUTSTANDING SENIOR IN FRENCH AWARD



Recognize outstanding students!

Students at the high school or university level are recognized with:

- a certificate signed by the AATF Executive Director
- a press release for local or school newspapers
- a congratulatory letter to principal or dean
- Outstanding Senior medal, available for an additional charge.



Student must be a senior in at least the third year of French study, have maintained a high average, participated in French-related activities, and be a non-native speaker of French. The nominating teacher must be a current AATF member.

For more information and complete eligibility requirements:  
[[www.frenchteachers.org/hq/outstandingsenior.htm](http://www.frenchteachers.org/hq/outstandingsenior.htm)] or [[sra@frenchteachers.org](mailto:sra@frenchteachers.org)]  
(Basic award: \$25 / Award + medal: \$35)

## SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *Ten Reasons to Learn French*, (2) *Speaking French: An Investment in the Future*, (3) *Why Learn French?*, (4) *French is Not a "Foreign" Language*, and (6) *French by the Numbers*.



\_\_\_\_\_ 100 copies of each flyer @ \$60 (a savings of \$12)

\_\_\_\_\_ 50 copies of each flyer @ \$20 (a savings of \$10)

\_\_\_\_\_ Check here if you would like 50 additional copies of *Why French FLES?* or at no extra charge.

\_\_\_\_\_ Check here if you would like 10 additional copies of the *Help Wanted* flyer for counselors at no extra charge.

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel: \_\_\_\_\_

Send this form and payment to AATF Materials, 302 N. Granite St., Marion IL 62959

## THINKING ABOUT SYNCING: REPORT OF THE AATF COMMISSION ON TECHNOLOGY

The AATF Commission on Technology offers technology integration support for those who are “Thinking About Syncing” with their students and curriculum. Whether it is an idea for a Digital Storytelling project, a flipped-class approach, or a complete switch to one-to-one devices, members of the Commission are available on line and in your region to assist you. As we transition from first semester into the testing season, French teachers seek ideas to continue thoughtful, enriching instruction even while students are pulled out or classes are shortened. For some, second semester offers a more appealing time to experiment with technology integration as they know their students and available tools better. Starting the second semester with an engaging thematic unit and a fresh approach to listening, reading, and speaking activities may deter the winter and testing “blahs.” As has been the edtech mantra for several years, technology does not replace authentic, thoughtful instruction, nor does it “improve” a class. Technology tools enhance and support the curriculum and students’ learning.

The current role of the Technology Commission has two parts: curriculum and resource curation and technology tool integration. If you haven’t visited our curricular resources, this will be a late holiday surprise! Using the AP themes and ACTFL thematic units, we have organized a veritable treasure chest of authentic resources that may end your hours of searching and vetting. Many of these resources are also tweeted and shared on the AATF’s Twitter and Facebook accounts. Do you follow us?

### CURATED RESOURCE SITES

[<https://www.pinterest.com/aatfrench/>]



For those who appreciate visuals, visit our Pinterest boards. There are currently 26 boards and 271 pins that are organized by themes and units. The most popular board of the fall was “Films et courts-métrages” with pins for 32 films and shorts as well as *fiches pédagogiques*. If you are not a Pinterest user, try our [[delicious.com/aatfrench](https://delicious.com/aatfrench)] site. Links are thematically organized like Pinterest and can be sorted. You do not need to be a member of Delicious to explore the links.

[<https://goo.gl/ZYU9s>] or [[youtube.com/aatfrench](https://youtube.com/aatfrench)] (Choose “Created Playlists.”)



There are over 60 thematic playlists and hundreds of videos organized by AP theme, music, history, advertisements, etc. You do not need to use each video in a playlist, but your searching time for the “perfect” video may disappear. Subscribe to our channel to receive updates when new videos are added to playlists. Additionally, look at our subscriptions to find other channels to follow.

[<http://frenchteachingresources.wikispaces.com/>]



One of the newest projects of the Technology Commission is the French Teaching Resources Wiki. While it was created by the Technology Commission, anyone can join for free with a Wikispaces account. There are pages for nearly every aspect for French teaching and learning. Wiki members may share resources, links, handouts, and videos. Please consider populating the pages with your unit plans, lessons, or ideas. This resource may become your first stop curricular shop.

### TECHNOLOGY COMMISSION LEARNING OPPORTUNITIES

Members of the Technology Commission will host three Webinars through Google Hangouts. The live Webinars will be free for AATF members, but available later on YouTube. The exact dates will be announced on the AATF Facebook and Twitter pages and by e-mail updates. If you are interested in participating in a Webinar, or if you are interested in leading a Webinar, please contact Catherine Ousselin [[catherineku72@gmail.com](mailto:catherineku72@gmail.com)] to be added to the e-mail group. The upcoming topics will be:

January – Using Thinglink.com to create interactive and culturally-enhanced images.

February – Social Media in the World Language classroom – Tips and projects.

### TECHNOLOGY TOOLS AND TIPS

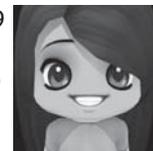
Apps for mobile devices

Zoobe - Free (with in-app purchases) Use the three free animal avatars to create short animations with students-created nar-



rations. A fun way to encourage student narration of a picture or scene. Use your own photos or license-free images from Creative Commons as the background for the avatar. Videos can be downloaded or uploaded to YouTube.

My School Avatar - \$2.99 (If you have class devices or 1-to-1, look into the 50% discount from the Apple Volume Purchase plan for education.) This app mimics the popular “Voki” Web-based site. Users may choose clothing, hairstyle, and backgrounds for their characters and add narration.



Book Creator - \$5.99 For classrooms that only have one or a few iPads, this app is an excellent investment.



Seesaw – 10 free classes for teachers / free access for parents and students. This app, created by the same company that created one my favorite Digital Storytelling Apps, “Shadow Puppet EDU, allows students to record their learning through pictures, videos, or by adding digital creation such as a Shadow Puppet video. This is one of my newest favorite apps for World Language teachers because students can create quick videos that demonstrate their knowledge through multiple modes. Students’ creations are saved in a digital portfolio that can be shared with families. Not only an iOS app, this tool can be used on Android phones and tablets as well as Chromebooks. This is a “must try” app for new or experienced users of technology.



### WEB AND CHROMEBOOK TOOLS

MicNote - (Chrome browser/Chromebook app) If you or your students are using Chromebooks and need an easy voice recording app (as opposed to a Web tool), MicNote is my first suggestion. Users can sync notes with Google Drive, download as Mp3, and easily edit recordings. It could be a good alternative for AP testing because the app can be used without Internet connection. Please read the new AP mobile device recording guidelines carefully. The app is found in the Chrome Web Store.



WeVideo [www.wevideo.com] This on-line video editor provides basic tools to add text, music, and trimming to video projects. Import video and images from your computer or social media sites. The site provides 2GB of storage space for free, which should be adequate for most users. Beginners will find this editor easy to use.



Wideo [http://wideo.co/] A free tool for teachers and students for creating animated video projects. There are templates and clip art available or users may create or upload their own images. Add text and narration to create a professional, yet easily-created, project. This tool is good for beginners who have created previous projects and seek new skills.



Has your school adopted a certain tool or device, but didn't provide any professional development? Are you curious about ways to thoughtfully integrating technology into your curriculum? Please contact me, Catherine Ousselin, and we can work together to find a World Language technology coach in your area, an on-line mentor, or organize a workshop for your district. You are not alone! Connected educators support, mentor, and share. Please consider joining the AATF Commission on Technology.

Catherine Ousselin  
Chair, Commission on Technology  
Mount Vernon High School (WA)  
[www.catherine-ousselin.org/technology.html]

### FIND IT ON-LINE

Here are some useful links to frequently requested items:

- AATF Convention Information [www.frenchteachers.org/convention]
- Chapter News & Officers [www.frenchteachers.org/chapterofficers.htm]
- Commission Reports [www.frenchteachers.org/hq/commissions.html]
- French Cultural Service Offices [www.frenchculture.org]
- Quebec Délégations [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]
- If you can't find what you want on the AATF Web site, click on Headquarters.

### HAVE YOU MOVED OR PLANNING TO MOVE? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.80 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be emailed to [address@frenchteachers.org].

Change of Address		
Name _____		
Last	First	Middle
New address _____		
City _____ State _____ Zip _____		
Old address _____		
(as it appears on mailing label)		
City _____ State _____ Zip _____		
Date new address takes effect: _____		
Send this form to: AATF, 302 North Granite Street, Marion, IL 62959-2346: FAX: (815) 310-5754; E-mail: [address@frenchteachers.org].		

## THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

**When:** July 1-2, 2016

**Where:** Hilton Hotel, Austin, TX

**Proposed Schedule:**

June 30: Arrival in Austin

July 1: Leadership Sessions, Working Dinner

July 2: Breakfast/Lunch/Leadership sessions. Janel Lafond-Paquin, Chair of the AATF Commission on Middle Schools, and a team of AATF leaders are planning and will facilitate the day-long workshop. Evening Reception with AATF Executive Council.

July 3: Introduction of Fellows at Opening Session of the Austin Convention.

July 3-6: Fellows attend Convention in Austin.

**Application Process:** Each AATF Chapter may nominate one candidate who has been a member for at least three consecutive years and is willing to serve as a chapter officer in the future. The Chapter must be willing to contribute to the cost of lodging (double occupancy) and meals for the candidate. Chapters should budget approximately \$200-\$400, the exact amount to be determined by the size of the chapter and chapter resources. The application form can be found at [www.frenchteachers.org/hq/leadership.htm].

Each candidate should address the

following topics: (1) Describe your past and current involvement with the AATF; (2) Describe the ways in which you would like to provide leadership within your AATF Chapter or at the national level; and (3) Describe why your participation in this program would be valuable to you and to your AATF Chapter.

**Time Line:**

**February 15, 2016:** Initial deadline for fellows applications

February 2016: Announcement of fellows selected and alternates

**Requirements for Applicants:**

1. Must be willing to attend the entire AATF convention in Austin.
2. Must be a member of AATF for at least three years.
3. Must be willing to join the board of the local AATF chapter and serve as an officer at a later date.
4. Must write an article for a state newsletter and present a session at a state conference.

The AATF will waive the cost of registration for the Austin convention and will reimburse two nights hotel accommodations (double occupancy) during the Leadership Program. The cost of meals during the Program will also be covered by the AATF. Direct questions to [madamep51@hotmail.com].

## MY EXPERIENCE WITH INTEGRATED PERFORMANCE ASSESSMENT

My introduction to IPA's came when my state (Ohio) announced that the new teacher evaluation system would include a student growth measure. Like many of my colleagues, I was immediately concerned by this change. While many of my students were successfully learning the vocabulary and structures that I was teaching them, there were others who were not able to memorize the long lists of vocabulary and various verb conjugations that comprised my textbook-based curriculum. These students often did very well on the communicative activities that I incorporated into my teaching, but they weren't able to demonstrate mastery of isolated vocabulary and structures on written tests.

Fortunately for me, both the Ohio Department of Education and the Ohio Foreign Language Association provided a series of professional development opportunities designed to introduce my colleagues and me to a type of assessment that would enable us to measure growth in our students in a more comprehensive way. Rather than assessing the extent to which our students had memorized a specific set of vocabulary or grammatical structures, we were encouraged to evaluate our students' growth in language proficiency using an Integrated Performance Assessment (IPA). Although ACTFL has been encouraging this type of assessment for years, I had never used one with my own students and knew very little about this type of evaluation.

As I have since learned, an IPA is an assessment of all three modes of communication. In the first phase, the students read and/or listen to an authentic text and complete a comprehension guide. In the second, they complete an interpersonal task in which they have a conversation related to the topic in the text they interpreted. In the third phase, the students present what they have learned from the text and/or conversations in a written or oral presentation. Rather than identifying the extent to which a student has memorized a list of vocabulary words or mastered a grammatical structure, these assessments assess a student's overall proficiency on tasks related to the unit of study.

After consulting some examples of IPA's created by other teachers, I was ready to begin implementing this type of assessment for my students and using the resulting data to measure their growth. While my IPA's have continued to improve since these first attempts, I saw immediate improvements in my stu-

dents' proficiency as a result of using this type of evaluation. Two years later I am in awe of what my students are able to do with their language skills! The proficiency-based methodologies I have adopted as a result of implementing IPA's have not only increased my students' proficiency, they have fostered my own professional growth enormously. I am now designing my own thematic units and creating IPA's in each of the five different French classes that I teach each day.

While each teacher will find her own ways of creating and implementing IPA's, I have found that the following process works well for me. As suggested by the principles of backwards design, I begin my planning of each thematic unit by creating the IPA I will administer at the end of instruction. My first step in this process is to identify a context in which my learners would use the functions, structures, and vocabulary that I will teach in the unit. For example, a student must be able to express his likes and dislikes, to write a letter to a keypal and describe her family, to write a post for an *au pair* Web site. These contexts play an important role in establishing how the students' learning can be applied to a real world experience.

After identifying a context for the IPA, I choose the authentic texts that the students will read and/or listen to for the interpretive task. Although many teachers are hesitant to assign authentic resources to their novice learners, I have found that when I adapt the task to the students' proficiency level, they are able to successfully interpret these texts. For example, a new learner can comprehend an office supply store's flyer by using visual clues, cognates, and basic vocabulary that he learned in the first few days of language study. As his proficiency increases, he will be able to interpret meaning from infographics, Tweets, children's magazine articles, and eventually longer texts related to his own personal interests. Likewise, a student's increasing proficiency in interpretive listening skills allows her to progress from understanding the main idea in a cartoon to identifying specific details in a news video. While the process of curating appropriate authentic resources takes some time, there are many great resources that can streamline this process. AATF curates appropriate YouTube videos at [<https://www.youtube.com/user/aatfrench/videos?view=1>] and resources of all types at [<https://www.pinterest.com/aatfrench/>], [<https://delicious.com/>

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AATFrench], and [<https://www.facebook.com/AATFrench>], and on their new wiki, [<http://frenchteachingresources.wikispaces.com/>].

After selecting the authentic text(s) for the IPA, I create the comprehension guide that I will use to assess the extent to which the students are able to interpret the text. ACTFL provides a useful template for these guides in their manual, *Implementing Integrated Performance Assessment* (available for purchase at [[www.actfl.org/publications/books-and-brochures/implementing-integrated-performance-assessment#sthash.PBGCLqCB.dpuf](http://www.actfl.org/publications/books-and-brochures/implementing-integrated-performance-assessment#sthash.PBGCLqCB.dpuf)]).

Next, I create the interpersonal task in which the students will discuss a topic related to the authentic text. The Novice Mid learners in the earlier examples might discuss their own school supplies after reading the office supply flyer or their personal likes and dislikes after reading posts on a keypal Web site. Novice High students might discuss their daily routines after reading an article about a Francophone child's typical day, while the increased proficiency of Intermediate students allows them to complete more complex tasks such as debates related to the content of an article on an environmental or political topic. While I prefer to assess my students' interpersonal performances "live," other teachers have the students record these conversations so that they can be assessed at a later time.

Finally, I create the presentational task in which the students present the information they have learned from the interpretive and interpersonal tasks either orally or in writing. The type of task depends, of course, on the proficiency level of the students. At the beginning of instruction the writing may be limited to composing lists, but after a few weeks of instructions the students can write Tweets, keypal messages, and blog posts incorporating information gleaned from the authentic text and interpersonal conversation.

Although an IPA is, by definition, a type of assessment, adopting this form of measurement has significantly changed how I teach. When I began using this type of test, many of the traditional methods I had been using no longer seemed relevant. Exercises which focused on forms rather than meaning did not provide opportunities for my students to practice the skills they would need on the IPA. While a well-designed IPA assesses the extent to which students have acquired the vocabulary and structures required

to perform the tasks, rote memorization of this content is not enough. Instead, students need to practice the communicative skills that will be evaluated on these assessments.

As a result of incorporating IPA's into my teaching practices, I have made considerable changes to my overall methodology. The majority of my instructional time is now devoted to activities in which my students interpret authentic texts, discuss topics related to the unit theme, and present information orally and in writing. These tasks enable the students to not only acquire the vocabulary and structures that they will demonstrate on the IPA, they also develop the students' overall proficiency. By providing opportunities for students to interpret authentic texts throughout the instructional period, I ensure that my students improve their ability to use context clues and make inferences, while at the same time increasing their vocabulary. Frequent open-ended partner conversations provide opportunities to use both vocabulary and structures in context and negotiate meaning, while preparing written and oral presentations help students memorize these structures.

As my methodologies have evolved to focus on proficiency I have seen many positive results in my classroom. Most importantly, all of my students are now

able to experience success in language learning. While some types of learners struggle to memorize long lists of vocabulary and grammatical rules, in my experience nearly all students can demonstrate increased learning on an IPA. Not because it's "easier" but because I am assessing them on a continuum of performance. Instead of taking tests designed to reveal what they don't know, my students are now completing assessments designed to show what they can do with their evolving language skills. While I might spend more time creating an IPA than I did when using a textbook assessment, I find that the time is well worth it in terms of increased student confidence and ability to use their language skills in real-world tasks. As my students experience this success and understand the relevance of their learning, they are increasingly enrolling in upper level classes. Lastly, the IPA's I use for my annual pre- and post-tests have provided data that demonstrates growth in every student.

For specific examples of IPA's that I have used with my students, see my blog, Madame's Musings, available at [madameshepard.com].

Lisa Shepard  
Hilliard City Schools (OH)  
[lisa\_shepard@hboe.org]

## **SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB**

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. You will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Executive Secretary Angelica Vickers who can be reached at AATF *Société Honoraire de Français*, 302 N. Granite St., Marion, IL 62959-2346; phone: (607) 821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

**AATF ON-LINE STORE**  
**www.frenchteachers.org**

## **SOCIÉTÉ HONORAIRE DE FRANÇAIS**

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. Information is available from Angelica Vickers, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 607-821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

## **WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD**

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2016-2017.

### **Eligibility Requirements**

The student applicant must be at least 18 years of age at the time of application and enrolled in an established teacher education program (B.A., B.S., or M.A.T.) in French. Applications for independent study abroad trips or summer programs will not be considered. The applicant must be a U.S. citizen or permanent resident and a non-native speaker of French. He or she must be recommended by an AATF member teacher.

### **Scholarship**

The \$2000 scholarship will be paid directly to the study abroad program of the winner's choice to cover tuition, fees, travel, or housing costs for a semester-long or one-year study abroad program in a Francophone country. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

### **Application Form**

Applicants should use the on-line form at [www.frenchteachers.org/hq/forms/jensenscholarship/]. Recommendations, with the applicant's name in the subject line, should be e-mailed to [scholarships@frenchteachers.org]. The deadline for receipt of application materials is **March 15, 2016**.

**SEE YOU IN  
AUSTIN!**

July 3-6, 2016

## CONVENTION HIGHLIGHTS: AUSTIN, TX IN 2016

The next AATF conference will take place from July 3 to July 6, 2016 in Austin, Texas.

### HOTEL

The conference will be held at the Hilton Hotel, 500 East 4<sup>th</sup> Street, Austin, TX 78701. The rate that we have negotiated for convention-goers is 145\$ US + taxes for single or double rooms. You will find more information about registering and reserving a room in the next issue of the *National Bulletin*. The deadline for reserving a room at the convention rate is June 2, 2016.

The hotel is located only ten minutes from the airport and two blocks from the 6<sup>th</sup> Street Entertainment District. The sights and sounds of Austin are easily accessible from the hotel.

### REGISTRATION

Registration will be available in March. There will be several rates that vary according to the registration date as well as a selection of excursions and activities. We do not yet have the final registration fees, but they will be approximately \$225-\$275. The deadline for pre-registration will be May 1, 2016, and the deadline for reduced rates will be June 3, 2016.

### PROGRAM

We are planning a high-quality program with presentations and workshops led by AATF members from around the country. We will also have a selection of exhibitor sessions, sessions led by the chairs of our thirteen AATF commissions (see page 10), and sessions and workshops on AP, the *Grand Concours*, and the French Honor Society. The convention will again be preceded by our Leadership Fellows Program for future chapter leaders (see page 24).

### ACTIVITIES

We are currently exploring opportunities for excursions and visits, but here are just a few of the sites to visit in and around Austin.

### FRENCH LEGATION MUSEUM

Austin's oldest house, built in 1840-1841, the French Legation Museum began as a private home built for the French *chargé d'affaires*, Alphonse Dubois. Over the years, it was sold and passed through the hands of the Robertson family before being bequeathed to the state of Texas. The French Legation Museum promotes understanding and

appreciation of Texas history and culture through preservation of the legacy, structure, and collections of the French Legation of the Republic of Texas. For more information, visit [<http://frenchlegationmuseum.org>].

### BULLOCK TEXAS STATE HISTORY MUSEUM

After having explored much of the Great Lakes and Mississippi River basin and founded several forts, Robert-René Cavelier, Sieur de la Salle, returned from France in 1684 with four ships, provided by Louis XIV. He was supposed to land at the mouth of the Mississippi River, establish a colony and trade routes, and locate Spanish silver mines. Instead, in a series of catastrophes, La Salle lost ships to pirates and disaster, apparently missed the mouth of the Mississippi, and was murdered by his own men. In 1686, the one remaining ship, La Belle, sank in Matagorda Bay in the Gulf of Mexico where it remained for over 300 years. In 1996, archaeologists located the 17<sup>th</sup>-century ship and began a decades-long process of excavating, recovering, and conserving the ship's hull, along with more than 1.6 million artifacts. La Belle is the central artifact in the Museum's first-floor galleries and introduces new scholarship on early Texas history. For more information, visit [[thetoryoftexas.com](http://thetoryoftexas.com)].

Other local cultural sites include the Lyndon Baines Johnson Presidential Library and Museum at the University of Texas at Austin, the Lady Bird Johnson Wildflower Center, the State Capitol, and the Blanton Museum of Art.

Nearby, visitors can experience life in Texas' past at Jourdan Bachman Pioneer Farms, visit wineries, Barton Springs Hot Springs and Geysers, a lavender farm and market, or take an overnight trip to Castroville, the Little Alsace of Texas.

In addition, we will try to provide opportunities for convention-goers to sample the cuisine at several of Austin's fine restaurants.

For the most up-to-date information, go to [[www.frenchteachers.org/convention](http://www.frenchteachers.org/convention)].

**BE SURE TO VISIT THE  
JNCL WEB SITE  
[www.languagepolicy.org](http://www.languagepolicy.org)**

## AATF PUBLICATIONS AVAILABLE

### From the AATF Commission on Cultural Competence:

*La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique*. Special issue of *Dialogues et Cultures* (No. 56, 2010), journal of the *Fédération Internationale des Professeurs de Français (FIPF)*. Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190. \$25, May be ordered from the AATF Materials Center or on-line store at [[www.frenchteachers.org](http://www.frenchteachers.org)].

A book analyzing contemporary French culture *France in the Twenty-First Century: New perspectives / La France au XXI<sup>e</sup> siècle: nouvelles perspectives*, Marie-Christine Weidmann Koop and Rosalie Vermette, eds. Summa Publications, Inc., 2009. ISBN 978-1-883479-61-9. Pp. xxxiii + 340. \$36.95 + \$4.00 S&H at [<http://summapub2.googlepages.com>]. Accompanied by a Web site with activities and regular update.

*Le Québec aujourd'hui: Identité, société et culture*, ed. by Marie-Christine Koop, 2003, 309 pp., \$30 Can. ISBN 2-7637-8032-6. May be ordered from [[www.ulaval.ca/pul](http://www.ulaval.ca/pul)].

Prices are subject to change without notice.

## CALENDRIER PERPÉTUEL

On what day...

- was the Édit de Nantes revoked?
- was the Moroccan writer Tahar Ben Jelloun born?
- did France win the World Cup in soccer?
- is Labor Day in France?
- was the first yellow jersey created for the Tour de France?

These and many other facts regarding the French-speaking world are listed on the *Calendrier perpétuel* for every day of the year. A complete index of people and events and a Teacher's Guide are included. Newly revised and expanded. See page 38 or more information.

Answers: 22 novembre 1685; 1<sup>er</sup> décembre 1944; 12 juillet 1998; 1<sup>er</sup> mai; 19 juillet 1919.

## PARLEZ-VOUS... POSTER SERIES



This series of six full-color 11x17" promotional posters for French teachers is based on the themes *Parlez-vous... histoire?...cuisine?...civilisation?...sciences?...sports?* and finally *Parlez-vous...français?* They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Send this form and payment of \$25 (members)/\$40 (non-members) to AATF Materials, 302 N. Granite St., Marion IL 62959; Fax: (815) 310-5754. Prices valid through 5/31/2016.

Name : \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ (H/W/C) E-mail: \_\_\_\_\_

## COULEURS ET PARFUMS AND TANT QU'ELLE CHANTE, ELLE VIT apprendre le français grâce à l'héritage de Carole Fredericks

*Tant qu'elle chante, elle vit*, available on DVD, is a joint venture of the AATF and the Carole Fredericks Foundation. Based on the music of Carole Fredericks, an African-American singer who emigrated to France in 1979. There are now two levels: the Elementary edition and the new advanced Anniversary Edition.

Carole's *Couleurs et parfums* CD is now available with an accompanying Activity Book containing reproducible lyrics, activities, and lesson plans. The CD delivers a blend of rap and rhythm & blues inspired songs en français.

Send this form with payment to AATF Materials, 302 N. Granite St., Marion IL 62959; Fax: 815-310-5754.

Tant qu'elle chante, elle vit

\_\_\_ \$55 Elementary: DVD and Workbook

\_\_\_ \$59.95 Anniversary Edition (Advanced): Video and Workbook

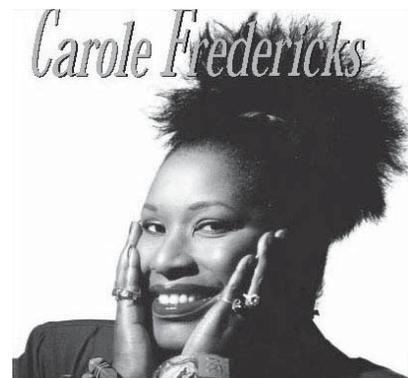
Couleurs et parfums

\_\_\_ \$49.95 CD and Activity Book Total enclosed \_\_\_\_\_

\_\_\_ Check enclosed. Make check payable to the AATF.

\_\_\_ Credit card \_\_\_\_\_ Exp. date \_\_\_\_\_

\_\_\_ Security Code \_\_\_\_\_



Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City/State/Zip \_\_\_\_\_  
 Daytime telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

# AATF COMMISSION ON FLES\* 2016 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES\* Commission is delighted to announce the 2016 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

The AATF chapters will publicize the Contest. Individual teachers will submit up to three posters in each category to the National FLES\* Commission Poster Contest which is chaired by Karen Campbell Kuebler. The theme for this year's contest is "Nord, sud, est, ouest, les îles francophones: North, south, east, west, the Francophone islands." This theme may be presented in a variety of techniques and artistic interpretations.

**REQUIREMENTS:**

1. Entries MUST be completed on

12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of the AATF.
4. Each poster MUST be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER TEACHER FOR EACH CATEGORY. The teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.
6. Each teacher should send the posters

postmarked by **March 1, 2016** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

Winners will be notified in early May. The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2016 National FLES\* Poster Contest.

**NOTE**

Please take a photo of the poster(s) before sending! Posters become the sole property of the AATF and are not returned.

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## AATF NATIONAL FLES\* COMMISSION ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST STUDENT INFORMATION FORM

Student's Name: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Student's Phone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

School Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ School Phone: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

Sponsoring Teacher: \_\_\_\_\_

Teacher's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Teacher's Telephone: \_\_\_\_\_

Teacher's Email: \_\_\_\_\_

**SIGNATURES** (All are required)

We understand that this poster becomes the sole property of the AATF National Commission of FLES\* and are not returned. They may be duplicated in publications and/or displayed at meetings.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Sponsoring Teacher \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.**

## NEW AATF PUBLICATIONS NOW AVAILABLE!

### **INTEGRATING CHILDREN'S LITERATURE INTO THE CURRICULUM**

Twelve Francophone children's stories are presented with vocabulary and activities for the middle school classroom. Edited by Janel Lafond-Paquin, Chair, AATF Commission on Middle Schools.

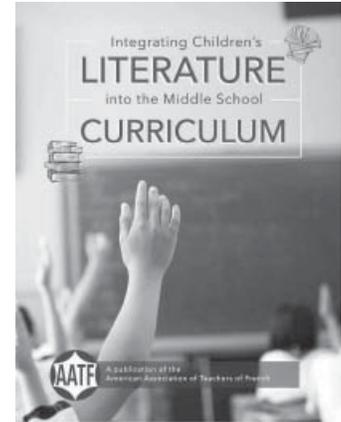
\_\_\_\_\_ *Integrating Children's Literature* x \$25 = Total enclosed \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.



### **ALLONS AU CINÉMA: PROMOTING FRENCH THROUGH FILM**

Fourteen French and Francophone films are presented with vocabulary and activities for the classroom at both secondary and post-secondary levels. Edited by Joyce Beckwith and Dolliann Hurtig, Co-Chairs of the ATF Commission on Cinema.

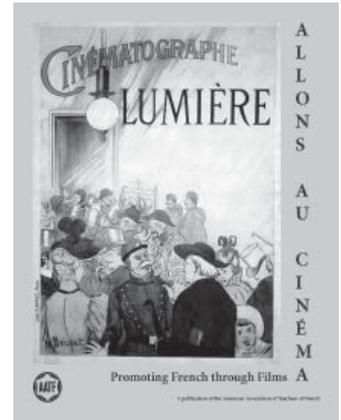
\_\_\_\_\_ *Allons au cinéma* x \$25 = Total enclosed \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.



### **ÉTUDIANTS SANS FRONTIÈRES**

#### **NEW VOLUME IN THIS SERIES ON SERVICE LEARNING**

VOL. 1: *Concepts and Models for Service-Learning in French*. Edited by Jacqueline Thomas.

VOL. 2: *Integrating Service-Learning and Volunteer Opportunities into French Study Abroad Programs. A Guide for Educators and Students of French*. By Ada Giusti.

\_\_\_\_\_ *VOL. 1: Concepts & Models* x \$25 = Total \_\_\_\_\_

\_\_\_\_\_ *VOL. 2: Integrating Service-Learning* x \$25 = Total \_\_\_\_\_

\_\_\_\_\_ *Both volumes* x \$40 = Total \_\_\_\_\_

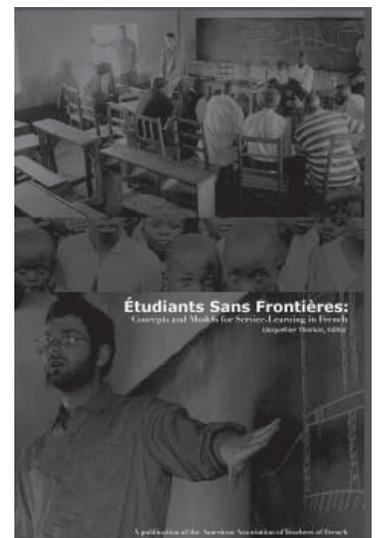
Total enclosed: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.



## NATIONAL FRENCH WEEK AT ALBRIGHT COLLEGE

At Albright College in Reading, PA, we celebrated National French Week for the fifteenth straight year. We started small in 2001 with a French breakfast and a public lecture on the theme of exile in French-Caribbean literature. While the French breakfast remains one of our most anticipated events, the reputation of National French Week has truly grown thanks in large part to our focus on campus outreach and commitment to collaborating with other departments as much as possible. In the past, faculty from the departments of Music, Political Science, Sociology/Environmental Studies, and Education have presented at events we have cosponsored. We have had a presence on the campus radio station and in the dining hall for at least the past five years. Our *soirée crêpes* is a huge success. Last year, over 100 people attended. This year, we are extending our outreach to the local high schools by inviting students learning French to campus for an abbreviated campus tour in French, a short *pause-café* designed especially for them, and a question/answer session about college life in France with our visiting instructor of French from France. We are also holding an alumni event, cosponsoring an exhibit of Haitian-American art in the campus art gallery, and using National French Week to help launch a service-learning trip to Haiti during spring break 2016. There is so much more I could say, but I will conclude by reiterating that outreach and collaboration have been the keys to our success. The full schedule of our events for 2015 can be accessed by clicking on the following link: [[http://www.albright.edu/mfl/FRENCH/Home/French\\_Week/national\\_french\\_week\\_2012.html](http://www.albright.edu/mfl/FRENCH/Home/French_Week/national_french_week_2012.html)]

Adam John  
Albright College (PA)  
[[ajohn@albright.edu](mailto:ajohn@albright.edu)]

## AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **March 15, 2016**.

For complete instructions, go to the AATF Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)].

## FRENCH ADVOCACY IN A NUTSHELL

The AATF has a Commission on Advocacy to defend your French program, whether you are a member or not. We have a Web site to explain our goals and objectives entitled "Ideas for French Language & Culture Advocacy" in the U.S. [[www.utm.edu/staff/globeg/advofr.shtml](http://www.utm.edu/staff/globeg/advofr.shtml)] with a number of state-specific Web sites and informational databases linked to it.

**What do we do?** We work with you to develop a group of local and state allies (at school, in business, in the local and state political scene, among parents, etc.). We help you develop a corpus of local-specific knowledge and give you state-specific reasons why French is important. Among these allies, in most cases we can put you in contact with a chapter advocacy team.

**What kind of knowledge do we offer?** Recent economic, demographic, historical knowledge about your state that can be openers with power brokers or part of a winning argument in a debate. We offer the addresses of valuable contacts from consulates, state supervisors, your state's AATF chapters, regional chapters of the *Alliance française*, and many more.

**What else will we do?** We will help you create a game plan, and then play an appropriate role in its execution. Though we cannot guarantee to thwart the bad guys, we can be your best chance to save a good program, provided you let us know early enough. Of course, AATF members receive regular news of what we are doing through our paper publications and on our Web site [[www.frenchteachers.org](http://www.frenchteachers.org)].

Tennessee Bob Peckham  
E-mail: [[bbobp@utm.edu](mailto:bbobp@utm.edu)]

### Surf the Web

Visit the AATF Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)]  
All the latest information on:

- National French Week
- *Société Honoraire de Français*
- *Jeunes Amis du Français*
- *French Review*
- National French Contest

## CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following categories and benefits for Fund for the Future Benefactors:

### PLATINUM LEVEL BENEFACTOR:

Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than \$10,000; will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

**GOLD LEVEL BENEFACTOR:** Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than \$5000; will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

**SILVER LEVEL BENEFACTOR:** Awarded to any member who contributes at least \$2500 in a given year to the AATF; will receive a framed certificate, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

**BRONZE LEVEL BENEFACTOR:** Awarded to any member who contributes at least \$1000 in a given year to the AATF; will receive a framed certificate, be placed on the Web site Honor Roll of donors.

Members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. Contributions are tax deductible.

**Note:** The symbol  after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [[www.nbpts.org](http://www.nbpts.org)] for more information.

## REPORT OF THE COMMISSION FOR THE PROMOTION OF FRENCH

The Commission for the Promotion of French is currently in the middle of three projects: updating flyers created by the commission prior to 2005, making a promotional video series, and providing a wiki where members can access promotional materials.

**Updating flyers:** The facts for both French By the Numbers and French is Not a "Foreign" Language have been updated and modified. A former French student and graphic designer is currently working to present the information in both flyers in a way that is eye-catching and attractive to both students and parents. These flyers should be available for purchase from the AATF Store in 2016.

**Promotional Video Series:** We are still seeking video submissions for this project. We are looking for videos of students from FLES to Graduate-level answering the following questions: When and why did you start learning French? What was your favorite part of learning French? What have you done that you would not have done had you not studied French? An example of one of these interviews can be seen at the Commission's wiki, [<http://frenchpromotion.wikispaces.com>]. If you have a student or former student who has an amazing story to tell, please consider submitting a video of them to the commission.

**Commission Wiki:** A few educators have submitted ways that they promote French in their school and communities. The majority of the resources have been submitted by middle school and high school teachers. We are still looking for more activities for all levels that can be shared with other members. Any other ideas or resources that you have created and are willing to share are welcome too.

Please visit our wiki at [<http://frenchpromotion.wikispaces.com>].

## AATF SEEKING NOMINATIONS FOR VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2016-2018. According to the constitution, the duties of AATF Vice-Presidents are as follow: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

To serve and assist at the discretion of the President: by attending executive council meetings; by attending the full annual conference of the AATF; through excellent communication skills; through designated areas of focus germane to the concerns of the AATF;

To support and promote the mission of the AATF; see mission statement at [[www.frenchteachers.org/hq/aatfmiss.htm](http://www.frenchteachers.org/hq/aatfmiss.htm)].

To facilitate program development by supporting permanent concerns of the AATF: promotion and advocacy; recruitment; leadership development.

Additional areas of focus could include, but are not limited to: development of materials centers; development of resource packets; development of Web sites; inter-commission liaison; grants and scholarships; workshops and other presentations; support of commission projects as needed; correspondence with allies (local politicians, PTO, business executives, etc.);

To initiate one or more special projects based on the individual's area of interest and expertise as it meets with the AATF's mission and focus.

To submit an annual written progress report to the President.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the chapter

level as well as in their region or even on the national level and should possess leadership qualities.

The term of office of the Vice-President begins on January 1 of each year. The Vice-President is "limited to two consecutive terms of three years or one term if over a year has been served just previously in filling a vacancy."

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2017 and run for three years, renewable for another three years.

The committee will present a slate of two candidates for this position to the Executive Council for its consideration at the Annual Meeting in Austin in July.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2016. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

If additional information is required, the committee will request it. While publications and career paths are important, they should not be the primary focus of the CV.

Send your nominations and address any questions to Rita Davis [[rdavis@agnesirwin.org](mailto:rdavis@agnesirwin.org)] no later than **March 1, 2016**.

*Découvrez Austin, TX!*

*Congrès annuel de l'AATF du 3 au 6 juillet 2016*

# AATF SUMMER SCHOLARSHIPS

Application deadline: February 15, 2016

## French Government Scholarships

We have not yet received confirmation for 2016, but in the past the French Cultural Service has offered AATF members who teach at the K-12 levels scholarships for study in France during the summer. The programs provide intensive study of French language, teaching French, and modern French culture.

The scholarship covers the cost for a two-week program during the first half of July, food, lodging, and cultural visits during the program. Participants are responsible for their own travel and personal expenses, although there has been a small stipend to assist with travel.

Candidates must propose a project that they plan to carry out during the *stage*. This project should involve some aspect of research on French culture and should be of benefit to students. Final details will be posted on the AATF Web site as soon as they are available.

## Belgium

There will be two scholarships in 2016 to the *Université de Liège*. In the past, Wallonie Bruxelles International has offered two summer scholarships to the *Université de Liège* in Belgium for AATF members at the secondary or college levels. In the past, recipients have attended a three-week session on language and culture during the month of July. While we have not yet received final details, scholarships in the past have included tuition and fees, housing in a university residence hall, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients are expected to (1) prepare a cultural project on the country to be disseminated through the AATF and (2) present a session around the same topic at the 2017 AATF convention in St. Louis. Details will be posted on the AATF Web site as soon as we receive them.

## AATF Scholarships

This year the AATF will also offer two Summer Professional Development Scholarships in the amount of \$3000 each for an AATF member to study in a French-speaking country. Any AATF member currently holding a full-time teaching position, who has been an AATF for at least three years, and is a non-na-

tive speaker of French is eligible to apply. Scholarships will be given for participation only in programs accredited by the host country. Partial payment will be made upon submission of proof of enrollment with the remainder being paid upon submission of proof of completion of the program.

## Eligibility

Applicants for all of the scholarships must be U.S. citizens (as specified in the description) or permanent residents whose first language is not French. The recipients must hold a full-time teaching position in French during 2015-2016. Preference will be given to members who have been in good standing since January 1, 2013. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2011-2015) are also not eligible. Scholarship recipients agree to make a presentation based on their experience at a foreign language conference in 2016-2017.

## Selection Process

Scholarships will be awarded to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for students. Each applicant must submit a proposal for a project to be completed during the course of the *stage*. Applications will be reviewed and the decisions will be announced by early April 2016. A number of factors will be weighed: clarity and specificity of the candidate's statement (1-2 pages); reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French); quality of project; teaching assignment; evidence of professional commitment; future career plans in education; and letters of recommendation.

## Application

The application form is available on the AATF Web site at [[www.frenchteachers.org/hq/forms/scholarships/](http://www.frenchteachers.org/hq/forms/scholarships/)]. Applicants should do the following:

1. Complete the application form.
2. Submit two letters of recommendation sent via e-mail. (One of the letters should come from

the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) These letters of recommendation should contain a serious, detailed evaluation of the applicant's professional and personal qualities. Recommendations should be e-mailed to [[scholarships@frenchteachers.org](mailto:scholarships@frenchteachers.org)] with the applicant's name in the subject line.

4. The application must be received by **February 15, 2016**, to be considered.

## PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars. Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [[abrate@frenchteachers.org](mailto:abrate@frenchteachers.org)].

## NOW AVAILABLE ON-LINE PAYMENT

[www.frenchteachers.org](http://www.frenchteachers.org)

- Pay on-line for membership
- Outstanding Senior Awards
- Materials
- *Société honoraire de français* (special member prices available for most materials)

## IT'S DELICIOUS!

Visit the AATF Delicious bookmark site at [[Delicious.com/aatfrench](http://Delicious.com/aatfrench)]. The site contains 120+ links for French teachers and learners. The links are categorized by themes, including technology, lesson ideas, Francophone culture, and professional issues.

# AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

## Contact Information

Student's Name: \_\_\_\_\_ M or \_\_\_\_\_ F  
(exactly as it should appear on the certificate, please print or type clearly)

Nominating AATF Member's Name: \_\_\_\_\_

Member's Address: \_\_\_\_\_

Member's Phone: \_\_\_\_\_ (H or W) Member's E-mail: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

## Name of Administrator to Whom Letter Should be Sent

Name & Title: \_\_\_\_\_

Qualification (only one student per school per year will be accepted):

1. I certify that this student is in his/her \_\_\_\_\_ year of French study (3 minimum).

2. He/she has maintained an "A" average in French and at least a "B" average overall. \_\_\_\_\_ Yes \_\_\_\_\_ No

3. He/she is a graduating senior. \_\_\_\_\_ Yes \_\_\_\_\_ No

4. He/she is a non-native speaker of French. \_\_\_\_\_ Yes \_\_\_\_\_ No

5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:

\_\_\_\_\_ study abroad \_\_\_\_\_ *Grand Concours* \_\_\_\_\_ French Club \_\_\_\_\_ Officer

\_\_\_\_\_ National French Week \_\_\_\_\_ *Société honoraire* \_\_\_\_\_ SHF Officer \_\_\_\_\_ Pi Delta Phi

Other \_\_\_\_\_

6. I am a current AATF member. \_\_\_\_\_ Yes \_\_\_\_\_ No

Member's Signature: \_\_\_\_\_

Awards will be mailed to the member at the school address.

\_\_\_\_\_ Basic Award Registration (\$25)  
(includes a certificate and press release, congratulatory letter to administrator, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)

\_\_\_\_\_ Full Award Registration (\$35) (includes all of the above and an Outstanding Senior Medal)

Amount enclosed: \_\_\_\_\_

\_\_\_\_\_ Check here if the student's name should NOT be placed on the award Web site.

This form can be mailed or faxed to: AATF Awards, 302 N. Granite St., Marion, IL 62959; Fax: 815-310-5754. Purchase orders accepted. Address inquiries to [sra@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # \_\_\_\_\_ Exp. \_\_\_\_\_ Sec. Code \_\_\_\_\_

(continué de la page 2) La bande quotidienne (*comic strip*, en anglais), quant à elle, est une série de bandes dessinées publiées dans la presse quotidienne. Elle prend généralement la forme d'une succession de trois ou quatre cases, en noir et blanc. Le *comic strip* est de tradition américaine.

Les *manga*, bande dessinée de style japonais, ont connu un essor considérable en Europe et en Amérique dans les dernières décennies et leur vente occupe maintenant une part importante du marché de la bande dessinée. Le *manhua* est d'origine chinoise et le *manhwa*, d'origine coréenne. La bande dessinée en ligne (*webcomic*, en anglais) se retrouve sur l'internet et est souvent autoéditée. Elle prend parfois la forme d'un blog BD.

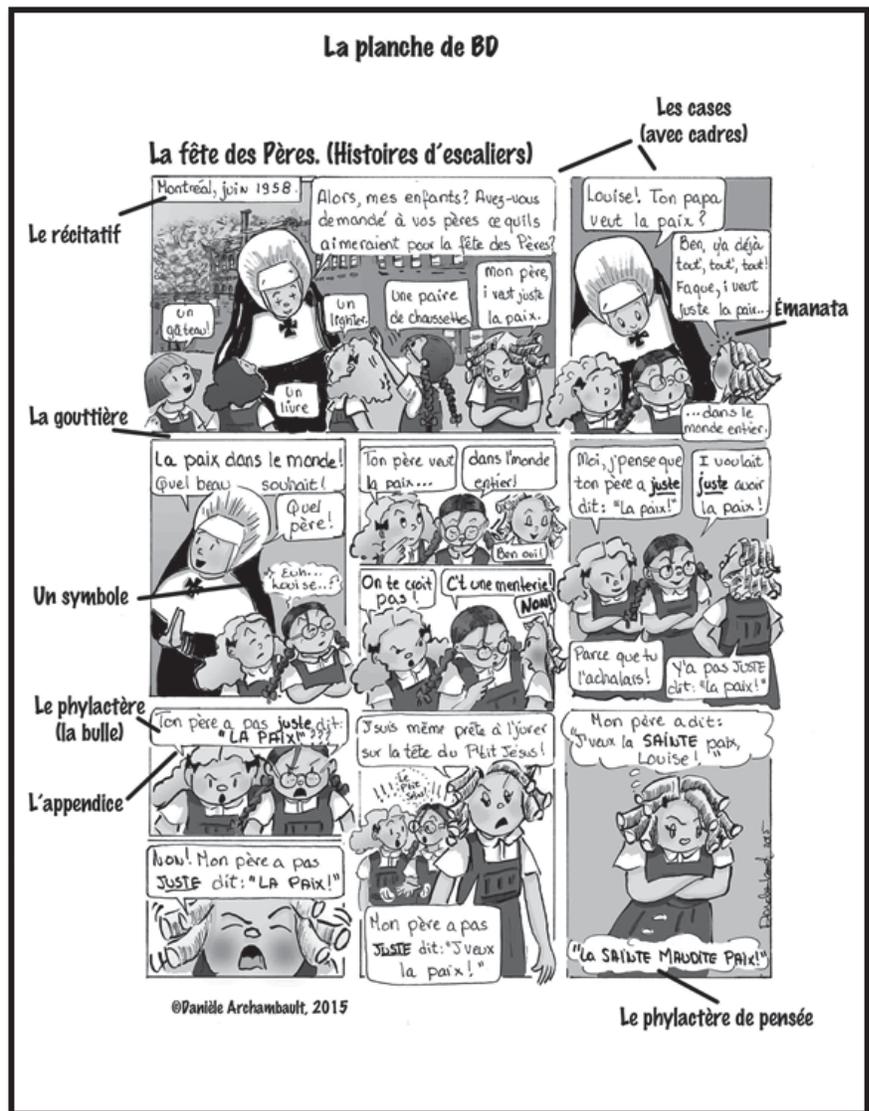
La bande dessinée est un genre littéraire qui peut être divisée en plusieurs sous-genres, tels que l'humour, l'aventure, le récit policier, le fantastique, la science-fiction, le roman historique, etc. Les bandes dessinées, comme toute autre oeuvre littéraire, peuvent aussi être associées à plus d'un genre à la fois. Ainsi, *Persépolis* (Marjane Satrapi) est à la fois roman graphique autobiographique et historique alors que *Jérusalem* (Guy Delise), en plus d'être lui aussi un roman autobiographique, est souvent associé au genre journalistique.

## 2. Éléments d'une BD

Malgré la variété de genres et de formes que peut prendre la bande dessinée, celle-ci se caractérise par un tronc d'éléments communs. La BD possède aussi une iconographie et un langage qui lui sont propres.

La bande dessinée se reconnaît avant tout par son utilisation de l'art séquentiel, c'est-à-dire une succession d'images, avec ou sans textes, qui raconte une histoire. Un album de bande dessinée (on utilise le mot *album* plutôt que livre, ce dernier ayant un caractère général) peut comprendre une histoire longue ou encore un recueil d'histoires courtes. On utilise le terme *planche* pour désigner la feuille de papier sur laquelle est dessinée la page et, par extension, la page même de l'album. Sur cette planche, les différentes scènes de l'histoire sont organisées sous forme de *cases* (parfois appelées *vignettes*), lesquelles sont souvent, mais pas obligatoirement, délimitées par un cadre. La forme et la taille de ces cases peuvent varier. L'espace entre les cases se nomme la *gouttière* ou *l'intercase*.

Dans la bande dessinée, les textes se présentent sous des formes variées. On appelle *phylactères* ou encore *bulles*, l'espace dans lequel sont écrits les textes parlés ou pensés par les personnages. Ils



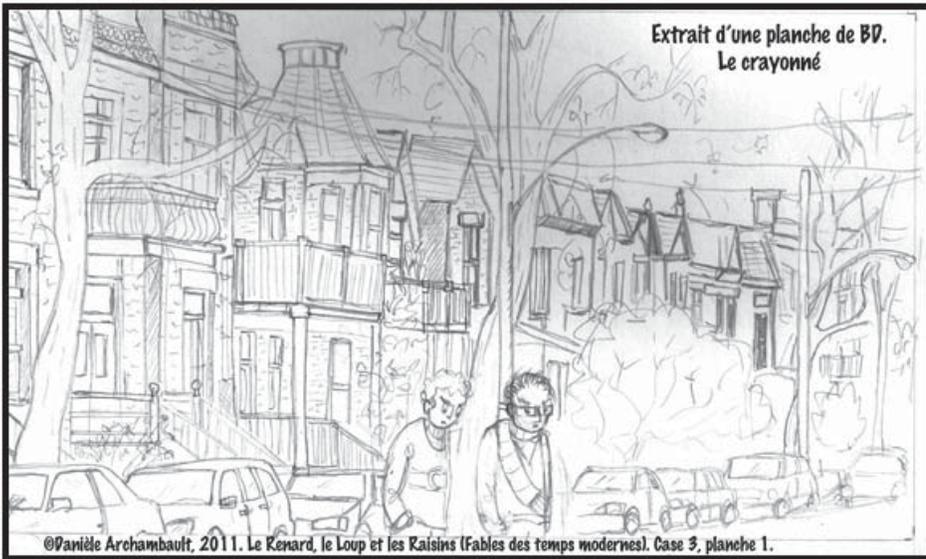
sont généralement entourés d'un trait et un *appendice* en forme de pointe, s'il s'agit d'un texte parlé, ou de petits ronds, dans le cas d'une pensée, relie le texte à son locuteur. La forme des phylactères peut varier en fonction du style de parole. Celui-ci peut ainsi indiquer si le texte est parlé, crié, ou pensé. Il peut aussi ajouter des effets spéciaux dans le lettrage pour marquer diverses émotions (tristesse, froideur, peur, etc.). Les éléments narratifs, tels que les commentaires du narrateur, ou encore les informations de lieux et de temps apparaissent dans des *panneaux récitatifs* (aussi appelés *récitatifs*, tout court, ou encore *cartouches*). Ils prennent souvent la forme d'un encadré rectangulaire.

Alors que certains éléments comme les onomatopées et parfois même quelques idéogrammes peuvent être spécifiques à une langue ou à une culture, d'autres, tels les *émanata* (entraînées de vitesse, larmes, gouttelettes de sueur) traversent souvent les barrières linguistique et culturelle.

## 3. Étapes de la création d'une BD

La bande dessinée que le lecteur tient entre ses mains est le résultat de toute une série d'étapes. Il existe, bien sûr, plusieurs façons de travailler; certains auteurs préfèrent les techniques traditionnelles de papier et d'encre de Chine, alors que d'autres utilisent des logiciels. En fait, de nos jours, beaucoup d'auteurs adoptent une façon hybride de travailler. Mais peu importe le choix des outils, les étapes de création d'une bande dessinée restent sensiblement les mêmes.

À partir d'une idée, l'auteur de bande dessinée écrit d'abord un résumé de son histoire, en quelques phrases: le *synopsis*. Celui-ci sert de départ à l'écriture du *scénario*, une présentation plus détaillée, de son projet qui peut à ce stade inclure dialogues, descriptions de lieu et d'atmosphère, ainsi que des notes graphiques. Vient ensuite l'étape de la recherche et de la documentation (détails historiques, lieux, objets, costumes, etc.), étape importante et essentielle, tant pour l'écriture que pour la réalisation graphique. Le stade suivant est celui du



teur, parfois même un lettré, un encreur et un coloriste. (La version finale de la planche se trouve en couverture.)

#### 4. Une classe de français se met à la BD: le projet pédagogique de Gunn High School

Dans le cas particulier de l'apprentissage du français, la bande dessinée se révèle un outil d'autant plus précieux pour l'enseignant du fait qu'elle apparaît elle-même dans le patrimoine culturel des francophones. Peu d'adultes de langue française n'ont pas souvenir d'avoir suivi dans leur jeunesse les aventures de divers héros de bande dessinée, tels que Tintin, Astérix, ou encore Gaston Lagaffe. La lecture de BD est encore aujourd'hui une activité privilégiée par les gens de tous âges, mais en particulier chez les jeunes de 11 à 14 ans.

Une activité centrée sur la bande dessinée est toujours bien accueillie par les élèves. De plus, si la lecture de bandes dessinées en classe constitue une fenêtre privilégiée sur la culture et la langue française, la création même d'une planche de BD permet aux élèves de s'initier de façon pratique à l'art du récit en bande dessinée, de consolider leur connaissance de la langue française et de pratiquer une activité culturelle populaire chez les jeunes francophones.

Au cours du deuxième semestre 2012-2013, deux classes d'élèves de Français 2, à Gunn High School à Palo Alto (Californie) ont participé à un projet pédagogique développé par leur professeur de français, Mme Anne Dumontier, et par moi-même. Le projet s'est déroulé en trois temps. Les élèves ont d'abord assisté à une conférence-atelier portant sur l'art de la bande dessinée et de son rôle en tant que véhicule culturel de la culture francophone, ses principales composantes, ainsi que sur les techniques et les étapes de la création d'une planche de BD. Dans un deuxième temps, nous avons demandé aux élèves de créer, en équipe de deux, une planche originale, à partir d'un modèle en sept cases qui leur a été fourni. Leur tâche consistait à raconter une histoire de leur choix en utilisant de façon appropriée, les temps du passé composé et de l'imparfait. Les premiers brouillons ont été corrigés en classe et les élèves ont pu faire les corrections nécessaires et terminer leur travail à la maison. Ensuite, les planches ont été numérisées et rassemblées en un recueil de travaux d'élèves, autoédité par leur professeur et moi-même sous forme d'un livre numérique. Les élèves ont alors pu ensuite télécharger cet album numérique sur les iPad de l'école ainsi que sur



découpage (storyboard, en anglais) et de la mise en page. C'est ici un moment stratégique, moment où l'histoire est découpée en ses diverses scènes et organisée en séries de cases sur la page. La bande dessinée fait appel à des techniques semblables à celles utilisées au cinéma, tels les enchaînements de plans, les angles et les prises de vue. La composition de la page et de chacune des cases à l'intérieur de celle-ci est soigneusement choisie par l'auteur. Il doit s'assurer que les aspects narratif et visuel travaillent ensemble pour raconter l'histoire. Ils ne doivent pas être une répétition l'un de l'autre. Pour trouver l'organisation optimale de toutes les cases sur la planche, l'auteur peut choisir à cette étape de travailler sur une version réduite de sa page utilisant de *minicroquis* (thumbnails, en anglais) et des annotations de texte en marge. On parle aussi de *scénarimage*.

Les étapes suivantes sont le *lettrage*

et le *crayonné*. La version définitive des textes et des dessins est alors réalisée dans le format choisi par l'auteur, au crayon à mine, généralement un porte-mine, sur un papier de qualité. Le lettrage est généralement fait à la main et constitue un outil important pour indiquer, par la forme et la taille des lettres, les émotions, les sentiments des personnages. Le lettrage fait partie intégrante du dessin. Lorsque l'auteur est satisfait de son crayonné, il passe alors à l'étape de l'*encrage*, l'application de l'encre de Chine, une opération délicate qui se fait à l'aide de différents outils, plume, pinceau, pinceau rechargeable ou feutres selon les préférences de l'auteur. Finalement vient l'étape de la mise en couleur. L'auteur peut choisir d'appliquer ou non de la couleur avec les outils de son choix.

Certaines bandes dessinées sont le travail de plusieurs mains, le plus souvent réparti entre un scénariste et un dessina-

leurs tablettes et téléphones personnels, ce qui leur a permis de partager leur travail avec leur famille et leurs amis.

Au total, 53 élèves de 14 et 15 ans ont participé avec grand enthousiasme à la première édition de ce projet. Les élèves ont été enchantés de leur expérience. Le recueil des travaux d'élèves est disponible gratuitement en différents formats (ePub, PDF et Kindle) et peut être téléchargé à partir du site suivant [<http://danielebd.com/e-book-bd-numeriques/bd-numeriques>]. On y trouve aussi une description détaillée du projet. Cette expérience pédagogique a été reprise avec quelques modifications les années suivantes.

### 5. La bande dessinée: une fenêtre sur la francophonie

En choisissant des albums de BD mettant en scène des personnages évoluant dans diverses communautés francophones, l'éducateur permet à l'élève de s'ouvrir à l'éventail du patrimoine culturel et linguistique mondial de la francophonie. À titre d'exemples, on peut penser à la série *Paul* (Michel Rabagliati) pour le Québec, à *Aya de Yopougon* (Marguerite Abouet et Clément Oubrerie) pour la Côte d'Ivoire, et à *L'Arabe du futur* (Riad Sattouf) pour la Libye et la Syrie.

Au niveau linguistique, les textes des dialogues, souvent plus proches de la langue parlée que dans la langue écrite, permettent à l'élève d'observer le vernaculaire d'un pays, d'une région. Par l'étude de ces textes, l'élève peut alors découvrir la variété d'expressions, de lexiques et même de prononciations présentes dans les diverses variantes de la langue française. L'image, quant à elle, permet à l'élève d'apprécier la variété dans les paysages, l'architecture, et l'habillement. Enfin, par les histoires, les sujets abordés et la façon de les approcher, les jeunes sont aussi mis en contact avec divers modes de vie, traditions et coutumes d'une région à l'autre. Ces observations peuvent alors servir de point de départ à une réflexion culturelle importante non seulement sur la diversité, mais aussi sur l'identité francophone.

Danièle Archambault  
[[Daniele@DanieleBD.com](mailto:Daniele@DanieleBD.com)]

### Quelques ressources

Livres:

Duc, *L'Art de la BD* T.1 Du scénario à la réalisation, éd. Glénat, avril 1994, 192 p.  
Geoffroy, Géraldine et Unter, *Bulles de France. Les stéréotypes et l'interculturel en BD*, Presses universitaires de Grenoble, 2015, 144 p.

Sites:

Café Pédagogique. Outils pour créer de la bande dessinée, ainsi que de nombreux liens pertinents au monde de la BD. [[www.cafepedagogique.net/lemensuel/lenseignant/langues-vivantes/allemand/Pages/2008/91\\_AlaUne.aspx](http://www.cafepedagogique.net/lemensuel/lenseignant/langues-vivantes/allemand/Pages/2008/91_AlaUne.aspx)]

Laboratoire junior Sciences dessinées [<http://sciencesdessinees.ens-lyon.fr/>]  
Neuvième art 2.0. La revue en ligne de la Cité internationale de la bande dessinée et de l'image [<http://neuiemart.citebd.org/>]

### Notes

1. L'histoire "Le Renard, le Loup et les Raisins" peut être visionnée en format vidéo sur le site Vimeo: [<https://vimeo.com/40936906>]
2. Je veux remercier Mme Anne Dumontier, enseignante au lycée Gunn High School à Palo Alto (CA), pédagogique. Nous avons collaboré conjointement à l'élaboration de ce projet pour ses classes de Français 2. Le tout s'est fait à son initiative. On peut la rejoindre par courriel: [[adumontier@pausd.org](mailto:adumontier@pausd.org)]

### Lexiques français-anglais

**Éléments de la bande dessinée**  
album de bande dessinée, m.

comic book

art séquentiel, m.

sequential art

bandeau quotidien, m.

comic strip

cadre, m.

frame

case / vignette, f.

panel

emanata

emanata

onomatopées, f.pl.

onomatopoeia, sound

effects

gouttière / intercase, f.

gutter

panneau récitatif, m.

narration box

planche, f.

page

phylactère, m. / bulle, f.

speech balloon

roman graphique, m.

graphic novel

symboles, m.pl.

symbolias

**Étapes de la bande dessinée**

1. Synopsis (synopsis)
2. Scénario (script)
3. Recherche (research)
4. Découpage (storyboard)
5. Scénarimage (storyboard)
6. Minicroquis (thumbnails)
7. Lettrage (lettering)
8. Crayonné (penciling)
9. Encrage (inking)
10. Couleur (colourisation)

## 2016 AATF CONVENTION TRAVEL AWARD

This award is intended to provide assistance for AATF members traveling to the 89<sup>th</sup> annual AATF Convention, July 3-6, in Austin, TX.

The Executive Council has voted to allot funds to provide Travel Awards to AATF members to help defray the cost of attending the July 2016 convention in Austin, TX. Applicants may receive the travel grant only once every five years. Funds are available to cover a limited number of awards; if applications exceed available funds, priority will be given to applicants from AATF Regions I (New England), II (New York & New Jersey), VI (West Central), and IX (Northwest). Priority will also be given to members who have never attended an AATF convention.

Award amount: \$1000 + basic convention registration (not including excursions, workshops, activities, or meals not covered by the basic registration). The full amount will be paid upon presentation to National Headquarters of a receipt for travel attached to a signed letter agreeing to reimburse the money in the event of nonattendance at the convention.

Eligibility: Candidates must have been AATF members since January 1, 2015.

Requirements: Recipients agree to make a presentation at an AATF function (chapter meeting or subsequent national convention) on a topic inspired by the convention in Austin.

Applicants should submit a one-page description of the project and its documented or expected impact on the their students. Applicants should also explain their need for travel assistance.

Recipients of the award will be expected to attend all days of the convention. One half of the grant will be paid upon receipt of proof of travel arrangements and one half on arrival at the convention.

The application form can be found at [[www.frenchteachers.org/convention/grant/](http://www.frenchteachers.org/convention/grant/)].

Deadline: **March 15, 2016**

Notification: April 2, 2016

**Check out all our Commissions and their various projects at:**

**[www.frenchteachers.org/hq/commissions.html](http://www.frenchteachers.org/hq/commissions.html)**

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 2-3 weeks for delivery. The first price listed is the member price; the non-member price is in parentheses.

## PROMOTION OF FRENCH (MEDIA)

**Forward with FLES\*** 11-min. DVD encourages French FLES\* programs with comments from experts, administrators, and teachers.

**Forward with French** 10-min. DVD has interviews with business people in NY state who use French in their work.

**Note:** Videos are \$15 (\$18).

## PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- **Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French**
- **Speaking French: an investment in the future**
- **Why French FLES\*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

## AATF PROMOTIONAL ITEMS

**NEW! Trousse scolaire:** Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French. \$4 each or \$2.50 each for more than 10.

**AATF Glass Dishes:** rectangular candy dishes (4x4x2") with AATF logo on cover. \$12 each (\$15)

**AATF Notepads:** *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

**AATF Bic Clic Pens:** AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

**Forward with French** bumper stickers. 50 cents each or 10 for \$4 (10 for \$6)

**AATF Ball-Point Pens:** AATF engraved in gold on blue marbled pen. \$8 each (discounts for quantities)

## TEACHING MEDIA

**Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks,** music CD and teacher's manual with lyrics, lesson plans, and activities. \$49.95

**Tant qu'elle chante, elle vit** presents the six music videos of Carole Fredericks, featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying

manual. \$55 DVD/\$45 VHS

## MEDALS AND AWARDS

**Les Armes de Paris,** 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (\$20 each or 3 for \$54)

**Fleur-de-Lys Medallion,** 1-in. silver, laurel wreath border with raised fleur-de-lys. \$7.50 each or 3 for \$18 (\$10 each or 3 for \$21).

**On est les meilleurs boutons,** 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

## OTHER MATERIALS

**Integrating Children's Literature into the Middle School Classroom,** edited by Janel Lafond-Paquin. From the AATF Press. (142 pp) \$25 (nonmembers \$40).

**Allons au cinéma: Promoting French Through Film,** edited by Dolliann Hurtig and Joyce Beckwith. From the AATF Press. \$25 (nonmembers \$40)

**Étudiants sans frontières: Concepts and Models for Service-Learning in French, Vol. 1,** edited by Jacqueline Thomas. First publication from the AATF Press (190 pp.) \$25.

**Integrating Service-Learning and Volunteering Opportunities, Vol. 2.** Ada Giusti. AATF Press \$25. Both volumes \$40.

**Vive le français! Activities for the French Classroom,** 75+ activities for students at all levels (122 pp.) \$20 (\$30)

**Guide des Fables de La Fontaine** to accompany 2010 National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

**Cuisiner et apprendre le français,** 34 classic French recipes with activities and reading texts (178 pp). \$25 (\$40)

**Making Global Connections Using French Language and Culture,** learning scenarios developed by the Commission on Student Standards (187 pp). \$25 (\$40)

**La Vie des Mots,** collection of columns from the French Review with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5 copies (\$18 each)

**Un Calendrier perpétuel.** Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp). \$15 (\$18)

**Parlez-vous...? posters.** Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes study guide (123 pp). \$25 for set of 6 posters + guide (\$40)

**Color Notecards:** 12 notecards with

envelopes featuring 6 different color designs from winners of the FLES\* Poster Contest; blank inside. \$12 (\$16)

**Color Postcards:** Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

## T-SHIRTS

**La Fontaine T-Shirt,** T-shirt based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

**Le Français m'ouvre le monde T-shirt,** navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size. \$18 for M, L and XL; \$19 for XXL

**Laissez les bons temps rouler T-shirt:** blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

**National French Week T-shirt:** blue with NFW logo. Specify size. \$13 for M, L and XL; \$14 for XXL

**Vues sur le monde francophone: cinéma et société,** blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

## AATF FLES\* COMMISSION REPORTS

**Vers les étoiles avec le français** ('11) \$10

**FLES\* Works: A World of French** ('09) \$10

**New Trends in FLES\*** ('07) \$10

**Variety is the Spice of FLES\*** ('05) \$9

**Promoting FLES\* Programs** ('04) \$9

**French FLES\* Around the World** ('00) \$9

**The FLES\* Image: A Picture is Worth a Thousand Words!** ('98) \$9

**Attracting French FLES\* Students** ('96) \$9

Other titles: **Reaching All FLES\* Students** ('95) \$9

**FLES\* Methodology I** ('94) \$9

**Expanding FLES\* Horizons** ('93) \$9

**Evaluating FLES\* Programs** ('92) \$9

**Implementing FLES\* Programs** ('91) \$8

**Innovations in FLES\* Programs** ('90) \$8

**Special offer:** Any 5 FLES\* Reports for \$40. Complete set of 12 Reports for \$75.

Send your check or school purchase order to: AATF Materials, 302 N. Granite St., Marion IL 62959-2346; [aatf@frenchteachers.org]. Prices valid through 5/31/16.

# CALENDAR OF EVENTS

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, February 11-13, 2016, New York City, NY. Information: NECTFL, e-mail: [info@nectfl.org]; Web: [www.nectfl.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING**, Charlotte, NC, February 18-20, 2016. Information: David Jahnes, Executive Director, P.O. Box 33615, Decatur, GA 30033; phone: (404) 290-1942; Web: [www.scolt.org].

**SOUTHWEST COUNCIL ON LANGUAGE TEACHING (SWCOLT)**, "In Language There is Life," March 3-5, 2016, Honolulu, HI. Information: Jocelyn Raught, Program Chair, 713 Rock Hollow Road, Edmond, OK 73034; phone: (405) 330-1318.

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 10-12, 2016, Columbus, OH. Information: Patrick Raven, Executive Director, 7141A Ida Red Road, Egg Harbor, WI 54209; phone: (414) 405-4645; fax: (920) 868-1682; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**, April 5-8, 2016, Baltimore, MD. Information: TESOL, 1925 Ballenger Avenue, Suite 550, Alexandria, VA 22314; phone: (703) 836-0774; fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)**, April 8-12, 2016, Washington, DC. Information: AERA, 1430 K Street NW, Suite 1200, Washington, DC. 20005; phone: (202) 238-3200; fax: (202) 238-3250; Web: [www.aera.net].

**AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL)**, April 9-12, 2016, Orlando, FL. Information: AAAL, 1827 Powers Ferry Road, Bldg. 14, Suite 1001, Atlanta, GA 30339; phone: (678) 229-2892; fax: (678) 229-2777; e-mail: [info@aaal.org]; Web: [www.aaal.org].

**ASSOCIATION OF INTERNATIONAL EDUCATORS (NAFSA)**, May 29-June 3, 2016, Denver, CO. Information: NAFSA, 1307 New York Avenue, NW, 8<sup>th</sup> Floor, Washington, DC 20005-4701; phone: (202) 737-3699; fax: (202) 737-3657; Web: [www.nafsa.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH (AATF)**, July 3-6, 2016, Austin, TX. Information: AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: (815) 310-0490; fax: (815) 310-5754; Web: [www.frenchteachers.org].

**CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION (CARLA), SIXTH INTERNATIONAL CONFERENCE ON IMMERSION AND DUAL LANGUAGE EDUCATION**, October 20-22, 2016, Minneapolis, MN. Information: CARLA, Phone: (612) 626-8600; e-mail: [carla@umn.edu]; Web: [www.carla.umn.edu]; Facebook: [www.facebook.com/carla.umn].

**AMERICAN COUNCIL ON TEACHING FOREIGN LANGUAGES (ACTFL)**, November 18-20, 2016, Boston, MA. Information: ACTFL, 1001 North Fairfax Street (Suite 200), Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [convention@actfl.org].

**AFRICAN STUDIES ASSOCIATION (ASA)**, November 30-December 4, 2016, Washington, DC. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-1366; Web: [www.africanstudies.org].

## FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-84 (1927-2011) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

Eligible participants can search and browse the full-text of the back run, excluding the most recent three years. Readers can explore the rich tradition of the journals. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants-na.html]. The *French Review* will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

J-STOR is an independent not-for-profit organization with a mission to create a trusted archive of scholarly journals. Information regarding J-STOR is available at [www.jstor.org].

## AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

### How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2016 membership will be free. The requirements are:

- the two new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's preprinted renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2016 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them.

The lists must be current and must contain specifically French teachers. Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

## 2016 AATF ANNUAL CONVENTION AUSTIN, TX, JULY 3-6



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## REMINDER: IMPORTANT DEADLINES AND DATES

- February 1     Deadline for nominations for the Ludwig Excellence in Teaching Awards (see page 21)  
                    Deadline for nominations for the ISE Language Matters Award (see page 9)  
                    Deadline for submissions for the April *National Bulletin*
- February 5     Deadline for applications for Quebec Research Scholarships (see page 4)  
                    Deadline for submissions for the April *National Bulletin*
- February 15    Deadline for applications for AATF Summer Scholarships (see page 33)  
                    Deadline for applications for AATF Future Leaders Program (see page 24)
- March 1        Deadline for applications for AATF Small Grants (see page 4)  
                    Deadline for submissions for FLES\* Poster Contest (see page 29)  
                    Deadline for submission of nominations for AATF Regional Representative (see page 9) and Vice-President (see page 32)  
                    Deadline for applications for AATF Convention Travel Award (see page 37)
- March 15       Deadline for applications for the 2016 Walter Jensen Scholarship (see page 26)  
                    Deadline for applications for the AATF Exemplary Program Award (see page 3 or 31)

## SPECIAL NOTICE

The AATF does not endorse any commercial products or services. We work with many companies which produce or distribute pedagogical or promotional materials or services. These companies advertise in our publications, exhibit at our convention, and support the work of the AATF. You will find their names in the advertising pages of the *French Review*, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work when you need materials or services they provide. However, we do not have the resources to evaluate any of the products offered by these or other companies, and we make no endorsements.

Some pedagogical products are reviewed in the *French Review*. However, it is the buyer's responsibility to evaluate the quality and reliability of any products or services they use. Anyone who states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.